

COMMONWEALTH OF MASSACHUSETTS  
Executive Office of Education

Room 1401, McCormack Building  
One Ashburton Place  
Boston, Massachusetts 02108-1696

PIEDAD F. ROBERTSON  
SECRETARY

WILLIAM F. WELD  
GOVERNOR

ARGEO PAUL CELLUCCI  
LIEUTENANT GOVERNOR

June 27, 1994

To Whom It May Concern:

As the Secretary of Education, my office has been given legislative authority to implement our state's charter school reform effort, and therefore to grant charters to eligible applicants. The Cape Cod Lighthouse Charter School group submitted an application for a charter on February 15, 1994 and was one of 15 schools to receive approval status for the future awarding of a charter.

In order to formally receive its charter to operate a public school, the group is in the process of completing the final steps necessary to open a charter school. My office has been working closely with this charter school group and I have been extremely impressed with their progress to date. I am confident that they will have all the necessary components in place by our deadline of September 1, 1994, and anticipate that they will be granted official charter school status by October 1, 1994. Due to the 1995 legislative starting date for charter schools in the Commonwealth, this school will not officially open its school doors as a public school until September 1995.

The Cape Cod Lighthouse Charter School is based upon an extremely sound educational and operational model and will, without a doubt, be a great asset to public education in the Commonwealth of Massachusetts.

Sincerely,

Piedad F. Robertson,  
Secretary of Education

DEC 09 1994

EXECUTIVE OFFICE  
OF EDUCATION



## **Cape Cod Lighthouse School Association**

### **CHARTER SCHOOL APPLICATION**

**14 February 1994**

**30 August 1994**

P.O. Box 968  
South Orleans, Massachusetts 02662  
(508) 255-6399

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February 14, 1994

Ms. Piedad Robertson, Secretary of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Ms. Robertson:

On behalf of our organization, the Cape Cod Lighthouse Charter School Association, I am pleased to submit the enclosed charter school application. I would like to take this opportunity to thank your office, and in particular Mr. Jose Afonso, for the generous guidance which has been provided to us. Our work on this project has been very exciting, and the encouragement we have received from your office has been invaluable.

I would like to emphasize that our school concept and proposal have been imagined and crafted by many citizens of our community. Our dream of an exciting and dynamic education alternative will *always* remain connected to the community which inspired its creation. As you consider this application, I ask you to keep this in mind, for we feel it is the foundation upon which our school will be built.

If I may, I would like to highlight several of the key aspects of our proposed school. We seek above all to provide an innovative educational environment which is not constrained by the traditional boundaries that artificially separate subject areas. We have a deep pedagogical commitment to interdisciplinary education. Furthermore, in our efforts to achieve this objective, we intend to focus on the unique resources of our region: the natural environment of Cape Cod, and the many truly exceptional private and public educational and conservation organizations that exist here.

Drawing on these concepts and resources, we hope to establish a school which is thoroughly committed to innovation and excellence in all academic and non-academic areas, a school which will bring out the best abilities and talents in its students and its teachers. As an absolute organizing principle in this enterprise, we believe that all members of our educational community — teachers, students, and parents — must be involved in the challenge of attaining our educational goals.

The local response to our proposal — among parents and other citizens, and among the resource partners who intend to participate in our school — has been overwhelming. We believe that with your approval and with our continuing efforts, we will be able to provide to our community on Cape Cod an exciting and creative public education alternative.

Thank you very much for your consideration of this application. If you have any questions, or if any points require clarification or elaboration, please do not hesitate to contact me.

Sincerely yours,

Don Krohn



August 29, 1994

Ms. Piedad Robertson, Secretary of Education  
One Asburton Place  
Boston, MA 02108

Dear Ms. Robertson:

Enclosed is Part III of our charter school application. I would like to thank you, on behalf of our organization, for the generous assistance you have provided us over the past months. We look forward to continuing toward the goal of establishing one of the first charter schools in the Commonwealth.

I should mention one specific point in this letter, concerning the funding mechanism for charter schools. We feel it is very important that funds be made available at the beginning of the 1995 school year to enable charter schools to operate. I know that this has been discussed with your office at various times. I am mentioning it here to indicate the importance of this matter.

Again, thank you for your continued support of our school. If you have any questions pertaining to this part of the application, please do not hesitate to contact us.

With best regards,

  
Don Krohn

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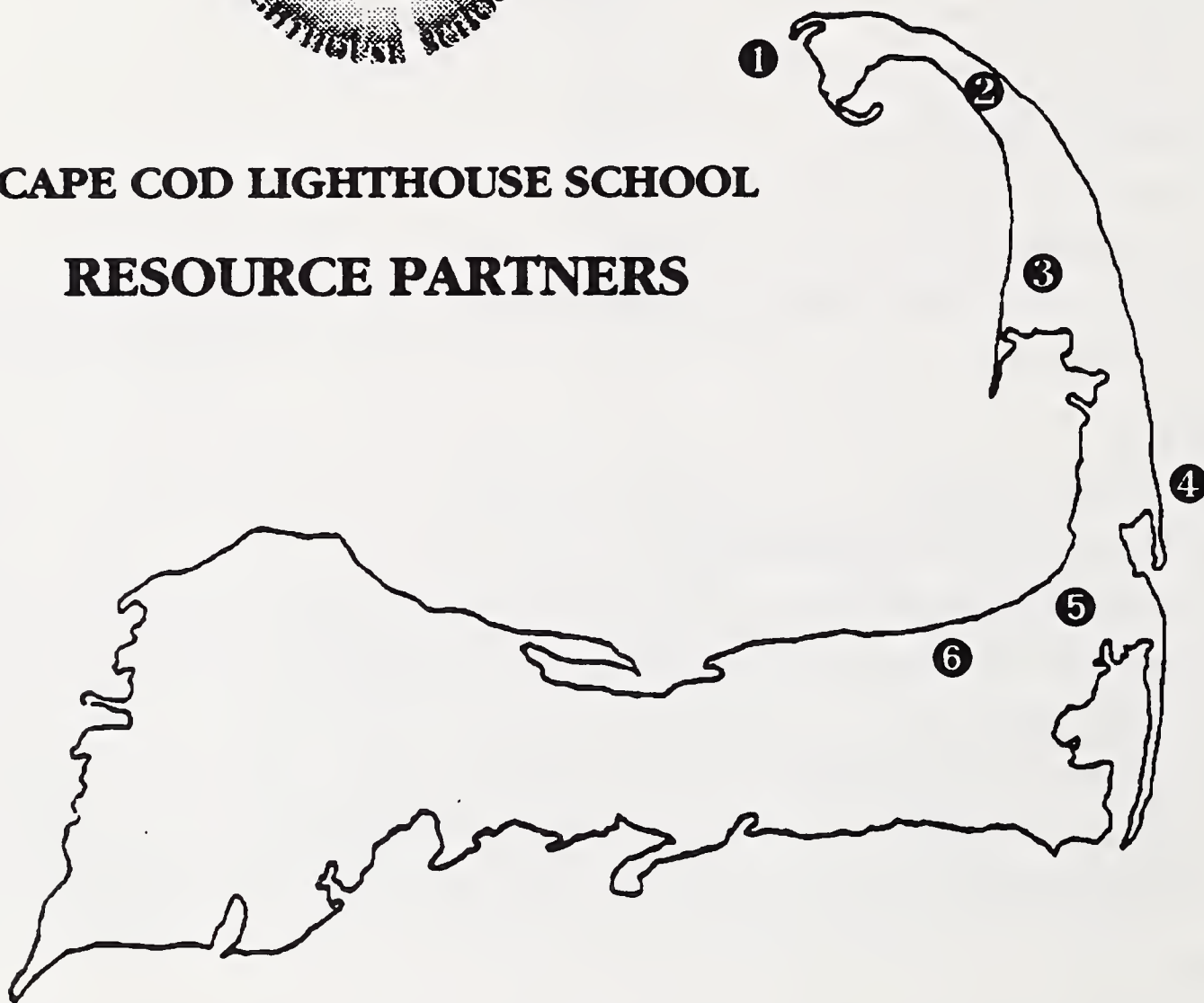
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### APPENDIX





## **CAPE COD LIGHTHOUSE SCHOOL RESOURCE PARTNERS**



- ① Center for Coastal Studies, Provincetown**
- ② Castle Hill Center for the Arts, Truro**
- ③ Massachusetts Audubon Sanctuary, Wellfleet**
- ④ Cape Cod National Seashore, Eastham**
- ⑤ Academy of Performing Arts, Orleans**
- ⑥ Cape Cod Museum of Natural History, Brewster**

## PART I

### 1). MISSION STATEMENT:

The Cape Cod Lighthouse School is founded on the belief that early adolescents, 11 to 15 years old, have a tremendous potential for intellectual development and academic achievement which is not being fully developed in many traditional public schools. Our purpose is to foster this development by providing a school centered around challenging interactive learning experiences which consistently bridge traditional disciplines. Employing an interdisciplinary approach which utilizes the unique natural resources on Cape Cod and which will be developed and implemented with local resource partners, the school will break down the artificial boundary between the practical and the theoretical. As our students develop their basic and problem-solving skills while studying thematic units focused in large part upon these local resources they will recognize that real life crosses disciplines, combines the practical and the theoretical, and can be enhanced through education.

Essential to the achievement of our mission is the establishment of a community of learning — a community built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance. More than just a place where children spend seven hours, five days a week, the Lighthouse School will be a focus for activities which involve parents and community members, as well as teachers and students, in the education of our younger citizens. These activities will occur during non-traditional schools hours as well as during the flexible, scheduled “school day.”

The Lighthouse School will also be a laboratory in which innovative teaching strategies can be developed and shared. Beginning teachers and teachers in training will work with our experienced staff consisting of highly respected local teachers, well known for their ability to challenge students and their desire to teach in an interdisciplinary team manner.

### 2). SCHOOL OBJECTIVES:

#### *A. What are the school's broad academic objectives for student learning?*

The Cape Cod Lighthouse School's broad academic objectives are:

1. to develop the basic skills of literacy and numeracy,
2. to develop the basic skills and patterns of thought necessary to understand the scientific method and to apply the concepts of science to real world situations,
3. to assist our students to understand the environment and their community, and our position and responsibilities within it,
4. to promote critical thinking patterns and communication skills which enable our students to make connections among traditional discipline areas such as science, mathematics, history, language arts, the applied and performing arts,

5. to provide students with challenging learning experiences which will stimulate their intellectual curiosity and enable them to experience the thrill of success,
6. to provide a foundation for the successful mastery of a foreign language,
7. to develop in our students skills for learning and future living such as basic computer literacy skills and an understanding of the possible integration of technology in all subject areas.

***B. Describe any non-academic goals for student performance.***

1. to promote a respect for and a commitment to the environment
2. to develop life long skills for physical development and good health such as biking, hiking, swimming and other non-competitive activities which utilize our local resources
3. to develop an appreciation for the fine and applied arts and an ability to express oneself through music and art
4. to foster patterns of productive citizenship through cooperative learning situations
5. to foster an interest in continued learning as a way to plan for and achieve success after high school.

***C. What type of community environment do you hope to foster at your school?***

The Cape Cod Lighthouse School believes in the African proverb which states that it takes an entire village to educate a child. Our school will be a partnership among students, parents, teachers, and resource partners from the community. Each of these forms an important part of our "educational village." Our resource partners consist not only of well-established institutions such as the Cape Cod National Seashore, the Cape Cod Museum of Natural History, the Academy for Performing Arts, and the Castle Hill Center for the Arts, but also of many talented retired citizens who, having chosen the Cape for the values that it offers, are eager to share their time, experience, and skills in the education of our younger citizens.

To promote the cooperative environment of shared responsibilities that will characterize the Lighthouse School, we will offer workshops and support systems for parents or guardians to insure their success in being effective, active partners in the education of their children. As the governing Board of Trustees will consist primarily of parent representatives, teacher representatives, and representatives of our resource partners, it, too, will be an integral part of the educational community.

**3). STATEMENT OF NEED:**

***A. Why is there a need for this type of school?***

In our area of Massachusetts (Central and Outer Cape Cod) there is very little educational choice for parents and students. While there are a few private schools on the Inner Cape, they are expensive and far away. Unfortunately, the local school boards and their superintendents have voted not to participate



in the state's school choice program. Thus, for most parents, there is no real educational choice available. While some parents and students are satisfied with the existing local schools and their emphasis upon the emotional and social development of the early adolescents, over the past years many parents have expressed dissatisfaction with what they perceive as a lack of academic challenge in the curriculum, particularly at the middle schools. The need for a hands-on science curriculum which is more integrated with the teaching of mathematics and other disciplines has also been discussed. Whenever "academic enrichment" programs have been offered in the local schools, the demand has often far outstripped the available resources.

This concern is a common topic of conversation among parents and has appeared in parent surveys. Many students, both achievers and non-achievers, are frustrated with the lack of challenge and the insufficient efforts to stimulate their curiosity and to focus on areas of interest to them. Within the community, the issue has not been parental support for the schools, but real choice for parents who want their young adolescents challenged, interested, and connected to education, and committed and connected to the community. The very strong grassroots public support which the planning group of the Lighthouse School has received after announcing the grant application and the attention which the local media has paid to the announcement confirm this.

***B. Explain why a charter school would help to effectively address this need.***

By involving the parents and the surrounding community resources in the creation of a school, a school of choice can be created, and the local school administrations can observe these experiments, and, hopefully, benefit from the experience. The planning group consists primarily of parents who perceive this need and who are willing to work for increased choice in education. In addition to being concerned parents, many are recognized community leaders. The group includes two current school committee members, four members of school advisory councils, a local bank president, our state representative, two attorneys, one former selectman, several successful local business men and women, two educational consultants, six well-known local teachers from different schools, a former Harvard professor, and four representatives of institutional resource partners — to describe just a few. The school is specifically designed by these parents and resource partners to meet the need of challenging young adolescents and supporting their academic growth at this critical time. While a significant number are teachers, both present and former, they are involved primarily as parents, since nearly all have children in the local schools.

The composition of the Board will insure that the school will continue to focus on these community needs and be responsive to these community concerns. The autonomous, self-governing nature of the school and the flexible scheduling approach permit both the exploration of alternative and innovative approaches and direct accountability to the parents. The elimination of unnecessary layers of administration separating the teachers from the parents and governing body will insure responsiveness and a sense of shared ownership among all involved.

**4). SCHOOL DEMOGRAPHICS:**

***A. and B. Describe the area where the school will be located. If a facility has already been secured, please say so. Why was this location selected? Are there other locations suitable to the needs and focus of the school.***

The Lighthouse school will be located in the Lower Cape area of Cape Cod in the midst of the natural and institutional resources around which our curriculum is based. While this area may lack some of the more traditional teaching resources that a large urban area like Boston offers, we have a wealth of environmentally-based resources unmatched in New England. As discussed in the preceding section, there is a critical need for an educational choice in this area and there is tremendous grassroots support for this project in the community. While we suspect that there may be other non-urban and somewhat rural areas of the Commonwealth in which parents face a similar situation, since our roots are here, our school should be here. The Cape has traditionally attracted residents and visitors who are committed and interested in the environment. By creating a school that has strong ties to these natural resources, the Cape Cod Lighthouse School can serve as a model for other non-urban areas in actively connecting the community in a rigorous education process.

***C. Describe any unique characteristics of the student population to be served.***

Although most of the parents in this area of the Cape are not "native Cape Codders," many of them have settled here to raise their children close to nature and to experience the uniqueness of the Cape. Since their families are already interested in the natural resources of this area, a curriculum based upon learning experiences centered around these resources has a natural appeal which will involve students and parents alike.

***D. What is the school's anticipated enrollment?***

Initially, 100 to 130 students with the capacity to expand.

***E. What grade levels will be served? How many students are expected to be in each grade or grouping?***

The Lighthouse School will initially serve children ages 11 through 15 (grades 6-8, although the rigid grade structure of traditional schools will be avoided.) Approximately thirty students in each age group (grade level) are expected. The possibility of future expansion into grades 10-12 contemplated.

**5). RECRUITING AND MARKETING PLAN:**

***A. Demonstrate how you will publicize the school to attract a sufficient pool of applicants.***

To date (February 10, 1994) the Cape Cod Lighthouse School founding group has accomplished the following:

1. Held a press conference on 1/31/94 in the Orleans Town Hall announcing the formation of the school
2. Featured on local public T.V. news 1/31/94
3. Featured on local radio station 2/1/94
4. Front page story 2/1/94 in largest circulation newspaper on Cape Cod, *Cape Cod Times*  
(see appendix)



5. Discussed in lead editorial 2/2/94 *Cape Cod Times* (see appendix)
6. Discussed in two articles 2/4/94 *Cape Codder*, the largest weekly serving this part of the Cape
7. Placed half page paid advertisements presenting the objectives of the Cape Cod Lighthouse School in *Cape Codder*, 2/4/94 and 2/7/94 (see appendix)
8. Distributed flyers presenting the objectives of the Cape Cod Lighthouse School at the Orleans and Brewster post offices to interested parents and citizens, 2/12/94 (see appendix)
9. Spoken to superintendents, selected teachers, and several school committee members from the surrounding school districts of Chatham, Harwich, Mashpee and Nauset.

The response from these initial efforts to publicize the school has been very strong and supportive. During the past two weeks alone members of the planning group have been contacted by over 300 citizens who voiced their interest and support. Most are parents interested in looking at enrolling their children. Many have offered their time, skills, and expertise to help the Lighthouse School get started. In addition, many interested parents have written to us expressing their interest in establishing a choice. The appendix contains a small sample of these written responses; more are available upon request for your examination.

Efforts to publicize the Lighthouse School will continue. In late March, The Cape Cod Museum of Natural History will sponsor an open meeting at which the resource partners will explain their role in designing and supporting the school.

*B. Specifically, what type of outreach will be made to potential students and their families?*

Once we have received the conditional charter from the state in late March, we will hold a series of public evening meetings in the surrounding communities at which the Cape Cod Lighthouse program will be explained, and our core teaching staff introduced. Materials will be developed for both parents and students that address the various questions in a user-friendly, easy-to-understand approach. We will also seek to meet with parent groups and the school advisory councils of the local elementary schools to explain our program. Feature articles and paid advertisements in the local media will insure that the Cape Cod Lighthouse School will remain a major topic of public interest.

**6). ADMISSIONS POLICY:**

*A. Describe the admission methods and standards you will use to select students:*

The Cape Cod Lighthouse School will employ a non-discriminatory admission process. Materials for distribution to interested parents will be developed which clearly state the focus of the school and outline the admissions process and criteria. The principle objective of the process is to determine whether the thematic, interdisciplinary approach of the school is best suited to the student's needs and learning styles and whether this school would best promote the student's intellectual and personal



development and academic achievement. Previous success or lack of success in school is not a determining factor. Rather, the admission process will seek to determine whether the student's motivation, interest in the school's focus, capacity for work on long-term interdisciplinary projects, and ability to work effectively with others would make the Cape Cod Lighthouse School a good environment in which he or she could learn and grow. A student interest inventory will be employed to guide this determination.

An admissions committee consisting of two teachers and two resource partner representatives will initially review all applications. Interviews and recommendations will be made by the two teachers. Factors to be examined will include, but not be limited to: teacher recommendations, evidence of long-term projects completed or attempted, willingness to adopt the basic values of the school community as set forth in the mission statement, and evidence that the student's needs cannot be addressed as effectively within the traditional public schools. Interviews with the student and with parent/guardian or education advocate are essential to explain the focus of the school and to evaluate the student's prospects for success. If needed, a lottery will be conducted in accordance with Massachusetts general laws relating to charter schools.

*B. Explain how these policies further the mission of the school in a nondiscriminatory fashion.*

The purpose of the admission policy and procedure is to determine whether the prospective student is likely to grow and develop academically better within the interdisciplinary, thematic centered Cape Cod Lighthouse School or in a more traditional public school. Likely success, rather than past achievement, is the issue to be evaluated. Since a student body reflecting the many areas of interest on the Lower Cape is essential to provide the rich learning environment which we seek to establish, the flexibility of the admission policy and procedure will promote the attainment of the school's mission.

**7). PROFILE OF FOUNDING COALITION:**

*A. Describe the make-up of the group or partnership that is working together to apply for a charter.*

The founding coalition of the Cape Cod Lighthouse School is a grass-roots coalition of parents and community resource partners spanning the Mid-Cape and Lower Cape regions of Cape Cod. The founders are not only concerned parents, many of them are recognized leaders in our community. A few examples are: Scott Barron, former Orleans Selectman, attorney and owner Head and Foot Inc.; Susan Lindquist, Executive Director, Cape Cod Museum of Natural History and trustee, Cape Cod Chamber of Commerce; Don Krohn, owner Orleans Whole Food Store and civic leader; Paula Newman Miner, president, LetterWorks Assoc. Inc.; Don Bakker, Chairman, Social Studies Department, Nauset Regional High School; Bette Anne Avery, owner Woodsong Farm Equestrian Center; and William Wibel, Principal, E. C. Stone Middle School and member of the Principal Center at Harvard University. A complete listing of the backgrounds of the founders follows the application signature page.

Strong support and valuable guidance has been given to the founding coalition by Robert Lawless, Massachusetts State Representative from the Lower Cape and by Elliott Carr, President, Cape Cod Five Cents Saving Bank.

The resource partners of the Cape Cod Lighthouse School include the Cape Cod National Seashore, the Cape Cod Museum of Natural History, the Castle Hill Center for the Arts, the Wellfleet Massachusetts Audubon Sanctuary, the Center for Coastal Studies, and the Academy for the Performing Arts. In addition to these resource partners which represent the major scientific, educational and cultural institutions on the Cape, there are individual resource partners, principally men and women who have chosen to retire to the Cape and who wish to contribute their time and expertise to the education of our community's younger citizens.

*B. Discuss how the group came together, as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.*

For many years parents on the Lower Cape have informally discussed the lack of educational choice available to them, particularly for middle school age students. Attempts to persuade the local school committees to offer more academically challenging programs and interdisciplinary curricula for this age group have experienced mixed success. In fact, only last year the Nauset Regional School Committee considered cutting back the academic enrichment program currently being offered by one teacher at the Nauset Regional Middle School. Last fall, after the passage of the Education Reform Act of 1993, a group of parents decided to get together and discuss whether this need could now be filled using the provisions of the reform. Support for this movement rapidly grew as the existence of this group became known by word of mouth. Educational and cultural organizations in the area were quick to pledge their support and join the founders as resource partners.

Currently our community resource partners are:

- The Cape Cod National Seashore, Eastham
- The Cape Cod Museum of Natural History, Brewster
- The Castle Hill Center for the Arts, Truro
- The Academy of Performing Arts, Orleans
- The Wellfleet Massachusetts Audubon Wildlife Sanctuary, Wellfleet
- The Center for Coastal Studies, Provincetown

In addition to our community resource partners we have established relations with the following educational resource groups which will assist us in the planning of our school, the development of our curriculum, and the training of our staff:

- Choices Education Project, Susan Graseck, Director, Center for Foreign Policy Development, Brown University (see appendix for letter)
- Institute for Secondary Education, Sharon Clark, Director, Brown University
- Coalition of Essential Schools, Joe MacDonald, Senior Associate, Brown University



*C. Include any plans for further recruitment of founders or organizers of the school.*

The Cape Cod Lighthouse School Association will continue to enlist both institutional and individual resource partners. In our advertisements placed in the local media, specific invitations are extended to such institutions and individuals to join us in building this innovative educational community.

**8). TIMETABLE:**

*A. Discuss a timetable of events leading to the opening of a charter school.*

*February 15* — application submitted to Secretary of Education

*Mid-March* — open forum for interested parents hosted by the resource partners

*April 1* — press conference to announce tentative site for the school and to introduce several core teachers.

*April through June* —

- Open meetings held in the surrounding communities to inform parents of the program and to recruit students.
- Board of Trustees site committee formulates plans for necessary modifications in building, if any.
- Board of Trustees fills remaining staff positions, including executive secretary and senior teachers.
- Parents organize fund-raising activities to generate start-up capital.
- Board of Trustees' legal committee develops the school's constitution, by-laws, and incorporation documents for submission to the state. The legal committee will also obtain the necessary insurance coverage for the Board, the staff, and the building.

*November and December 1994* — Admissions committee screens, interviews and selects students.

*June 1994 through August 1995* —

- Teachers and resource partners develop curriculum and order necessary materials.
- Meetings with educational resource consultants at Brown University will be held to refine teaching methods and teaching team structure.
- Parent volunteers assist in making necessary modifications to building.

*Late July 1994* — The student conduct committee will develop a code of discipline for approval by the Board and submission to the state.

*July - August 1995* — Negotiations with local school districts concerning transportation arrangements.

*September 6* — Orientation day for students, orientation evening program for parents/guardians.

*September 7* — Classes begin.



## PART II

*(It is understood that some details outlined in the following items may be modified and further developed with the formal selection of the teachers and board following the awarding of the charter.)*

### 9) EVIDENCE OF SUPPORT

*A. Try to convey as clearly as possible the scope of community backing for the proposed charter school.*

The founders of Cape Cod Lighthouse School have received overwhelming support from the Lower Cape and Mid-Cape region. This support has come from parents, community leaders, educators, and community-based scientific and cultural institutions. The founding group, as indicated earlier, consists primarily of concerned parents. This initial core of about twenty-five parents has grown rapidly during the past two weeks since we held our public press conference and presented to the community our vision for the Cape Cod Lighthouse School. At present there are about one-hundred parents who have expressed strong interest in the school and support for the effort. This number is literally growing on a daily basis.

The backing of community leaders is clearly evident from the list of founders and letters of support. They include the State Representative for the Lower Cape, the president of one of the largest and most successful banks on Cape Cod, a former selectman, two school committee members, and three members of school advisory councils in the Lower Cape area.

The support of many local educators is also reflected in the composition of the founders list attached to this application. Four of the founders are present or former teachers. One is a principal; one is an educational consultant; another has a Sc.D in child development from Harvard University; and another is a former associate professor at Harvard. In addition, individual teachers from the towns that the Lighthouse School will serve have contacted us to express their support and several have already recommended our school to individual parents of children whom they teach. Two superintendents from local school districts have welcomed us to the educational community on the Cape and have made useful suggestions regarding flexible scheduling and school-based management.

Since the early stages of planning the Cape Cod Lighthouse School the scientific and cultural institutions on the Cape have been working with us to design a curriculum focused on the unique natural and human resources of our community. These institutions recognize The Cape Cod Lighthouse School as a wonderful opportunity for them to increase their community outreach programs and to play a significant role in the education of our younger citizens. They have generously contributed both their time and the use of their physical resources once the school has opened.

*B. In tangible terms, such as survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders or others.*

Following are representative letters from:

#### COMMUNITY LEADERS:

1. Robert Lawless, Massachusetts State Representative from the Lower Cape
2. Elliott Carr, President, Cape Cod Five Cents Savings Bank and member Nauset Regional School Committee

3. Scott Barron, former Orleans Town Selectman and businessman
4. Thomas Conklin, President, WOMR, Community Radio
5. Robert Fellows, President, Surfside Software Inc.

*EDUCATIONAL LEADERS:*

1. Dr. Lincoln deMoura, Superintendent Mashpee School District
2. Beverly Penninger, President Chatham Teachers Association
3. Sara Hutchings, President Lower Cape Education Association
4. William Wibel, Principal, E.C. Stone Middle School, Bourne
5. Dr. Vida Gavin, Superintendent Chatham School District
6. Nick Muto, former superintendent Nauset Regional School
7. Susan Graseck, Director, Choices Education District Project, Brown University

*PARENTS:*

1. Diane Campbell
2. Candace Woods
3. Paul and Amanda Robinson
4. Karla and James Harrington
5. Liz Burkitt

*COMMUNITY SCIENTIFIC AND CULTURAL RESOURCE INSTITUTIONS:*

1. Susan P. Lindquist, Executive Director, Cape Cod Museum of Natural History
2. Andrew Ringgold, Superintendent, Cape Cod National Seashore
3. Patricia Arés, School Outreach Coordinator, Academy of Performing Arts
4. Mary Stackhouse, Director, Castle Hill Center for the Arts



*The Commonwealth of Massachusetts*HOUSE OF REPRESENTATIVES  
STATE HOUSE, BOSTON 02133ROBERT C. LAWLESS  
4TH BARNSTABLE DISTRICTDISTRICT OFFICE  
52 CRANBERRY HIGHWAY  
P.O. BOX 1856  
ORLEANS, MA 02653  
TEL. (508) 255-6685VICE-CHAIRMAN  
COMMITTEE ON  
CRIMINAL JUSTICECOMMITTEE ON  
THE JUDICIARY

February 10, 1994

ROOM 166, STATE HOUSE  
TEL. (617) 722-2800Piedad Robertson  
Secretary of Education  
Room 1401  
McCormack Building  
One Ashburton Place  
Boston, MA 02108

Dear Ms. Robertson:

It is with great pleasure that I endorse the grant of an education charter to the Cape Cod Lighthouse School Association. I have followed the formation of the group of parents, educators, businessmen, and local public officials in their endeavors to establish a charter public school for grades 6, 7, and 8 on Lower Cape Cod.

Based on my contact with numerous individuals in the county, it has become blatantly clear to me that there is a fundamental need for an alternative to the existing school in this region. Since the announcement of the formation of the Lighthouse School and its intent to seek a charter from the state, I have received strong outpouring of support not only for the concept of the charter school but also for the particular curriculum this school intends to offer.

This proposed charter school intends to offer an innovative alternative founded on the principle that intellectual growth and the academic development of our youth must be of the highest priority, and that the school will be committed to and focused around the pursuit of academic excellence and the encouragement of intellectual curiosity.

I have been favorably impressed by the quality of individuals committed to make the concept of the Lighthouse School succeed. I have learned that the core of teaching faculty will consist of several well known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to the highest of educational standards.



Piedad Robertson  
February 10, 1994  
Page two

In addition to all of these reasons I must add that I have a personal interest in this school inasmuch as my eleven year old daughter will be entering sixth grade next year. As a parent I can speak to the critical needs of creating an intellectually stimulating environment for adolescents of the Lower Cape.

Therefore, it is with great pleasure that I endorse the approval of the charter of the Cape Cod Lighthouse School.

Should you have any questions, please do not hesitate to contact my office.

Very truly yours,

  
Robert C. Lawless

RCL:jsb

Statement in Support of Lighthouse Charter School  
Elliott G. Carr  
February 8, 1994

This statement is written from three perspectives.

First, my wife and I have two daughters, currently juniors at Williams College and Nauset Regional High School. Both have received their primary and secondary level education in the Nauset public school system.

Second, for the past twelve years I have served as President of the largest bank on lower Cape Cod, which is also one of the area's largest employers. Presently employees have over forty children in six local school systems, led by from five to ten each in Nauset's three levels; four elementary schools, one middle school, and one high school. Although many of these children are outstanding students, a large number are from single parent families and several have special needs of various types.

The bank is a strong supporter of youth and education. For five years it has operated a branch at Dennis-Yarmouth High School. Because of this branch's success the bank is preparing to open another at Barnstable High School in September and is one of two banks which has submitted a proposal to Nauset High School. Few, if any, other banks in Massachusetts sponsor two school branches, let alone three.

Last year the bank gave scholarships to eighteen graduating seniors from five Cape Cod high schools. It funds numerous enrichment programs both in schools and through other organizations.

Other Cape bankers have expressed possible interest in supporting a charter school if one is established on Cape Cod.

Finally, for the last six years I have been a member of the Nauset Regional School Committee. Prior to coming to the Cape twelve years ago, I served a similar number of years on the Silver Lake Regional School Committee.

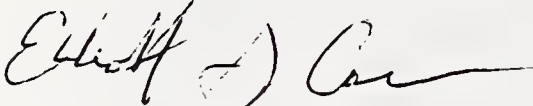
This letter, however, presents the views of only my wife and me.

We believe the proposed Lighthouse school will be an outstanding school. Excellent teachers hope to teach there. Outstanding members of the faculties of other schools hope to assist in curriculum development and planning. And, an outstanding group of people hope to support its creation.

I would not be involved in this project, however, if I did not believe the primary beneficiaries will be the existing public schools.

In my opinion Nauset as a whole is an excellent school system. Although the establishment of a charter alternative may well draw away some motivated students and produce minor temporary disruptions to its budget, there will be plenty of outstanding students left. And, there is no doubt but that competition from and the nearby presence of a creative and innovative alternative will improve all local middle schools. Schools, like youth, benefit from attractive role models. Properly led, existing local schools could become the major beneficiaries of the Lighthouse school.

Sincerely,

A handwritten signature in cursive script, appearing to read "Elliott G. Carr".

Elliott G. Carr  
46 Old Run Hill Road  
Brewster, MA 02631





February 9, 1994

Piedad F. Robertson  
Secretary of Education

Dear Ms. Robertson:

I am writing to you in support of the Lighthouse School, an alternative middle school which we hope to establish on Cape Cod. As a former Selectman in the Town of Orleans from 1987 to 1993, I feel that I have a realistic view of the support for this alternative school on the Outer Cape. Many people have stopped me on the street and given me enthusiastic words of support for this new alternative school. I have received numerous phone calls at home from local citizens, again expressing their support for the Lighthouse School. The main thrust of these comments speak to the availability of the choice of education on this part of Cape Cod. People seem excited about having a choice of schools for their children in grades six through eight. They feel that the Lighthouse School will increase the quality of education for all schools on the Outer Cape.

I also feel that the many diverse resources of Cape Cod, coming together to work with the Lighthouse School, will aid the educational process through its uniqueness. The Lighthouse School has received verbal and written support from the Mass Audubon Society in Wellfleet, the Academy of Performing Arts in Orleans, the Cape Cod Museum of Natural History in Brewster, the Center for Coastal Studies in Provincetown, the Castle Hill Center for the Arts in Truro, and the Cape Cod National Seashore in Wellfleet. By using these incredible resources, located on the Outer Cape, to help educate the students at the Lighthouse School, a new and diverse type of education will be fostered. This new collaborative type of education can only help the students of the Lighthouse School to learn in many new and different ways.

Again I would like to state the tremendous *grass roots* support for the Lighthouse School within the communities on the Outer Cape. I feel that the awarding of a charter to the Lighthouse School would help the quality of education on the Outer Cape.

Sincerely,



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Box 975 • 14 Center Street • Provincetown, MA 02657 • 487-2619

2-8-94

CAPE COD LIGHTHOUSE SCHOOL  
PO BOX 968  
SOUTH ORLEANS, MA 02662

DEAR DON: IT WITH GREAT PLEASURE AND EXCITEMENT THAT WOMR'S BOARD OF DIRECTORS SUPPORTS YOUR EFFORTS TOWARDS RECEIVING APPROVAL FROM THE STATE TO BEGIN OPERATING A CHARTER SCHOOL UNDER THE PUBLIC SCHOOL SYSTEM. WE AT WOMR, A NON-PROFIT, EDUCATIONAL, PUBLIC RADIO STATION WILL BE DELIGHTED TO WORK WITH YOUR GROUP TO ESTABLISH LINKS BETWEEN OUR TWO EDUCATIONAL ORGANIZATIONS. PLEASE LET US KNOW WHEN THE TIME COMES FOR US TO HELP IN ANY WAY WE CAN.

FOR THE BOARD

THOMAS CONKLIN, PRESIDENT

*Thomas Conklin*





# Surfside Software

---

## INCORPORATED

February 8, 1994

Mr. Donald Bakker  
Cape Cod Lighthouse School Association  
Post Office Box 968  
South Orleans, MA 02662

Dear Mr. Bakker:

It was a pleasure to meet with you this afternoon. I am very excited to hear the plans you have for the Cape Cod Lighthouse School. Our area is long overdue for this kind of educational experience.

Surfside Software, Inc. is a publisher of school administrative software. We serve several thousand schools across the nation and in several foreign countries. Over the years, Surfside has employed many graduates of the local public school systems.

It will be our pleasure to donate the administrative software to manage your student database, master schedule, report cards, attendance tracking, transcripts, discipline records, and progress reports. The list price of the donated software is \$3,390.

We are also eager to assist the charter school in the areas of curriculum planning and instructional support. Specifically, we can help as you work on your computer literacy program and technology curriculum. Because of our unique relationship with so many school principals, we have worked with several administrators as they developed their own technology plans. We can also provide assistance in evaluating your computer hardware and instructional software needs.

In the area of instructional support, we will be pleased to act as hardware and software consultants to your faculty on a continuing basis. Depending upon your needs, it may be possible for one or more of us to work with your students in a "mini-course" environment. On a personal level, I would be interested in teaching a seminar on business computer applications or advanced BASIC programming to a group of seventh or eighth graders.

I am pleased with the objectives of the proposed charter school. Our children will be fortunate to have this valuable opportunity made available to them. Please let me know if there is any other way in which Surfside Software, Inc. might be of assistance to the Cape Cod Lighthouse School Association.

Best wishes for success in this important venture!

Sincerely,

Robert W. Fellows  
President

RWF/p

# **Mashpee**

## **Public Schools**

**Lincoln A. DeMoura, Ed.D.**

Superintendent of Schools

Office of the Superintendent  
Samuel G. Davis School  
16 Great Neck Road North  
Mashpee, Massachusetts 02649-1108  
508-539-1500

February 8, 1994

Cape Cod Lighthouse School Association  
P. O. Box 968  
South Orleans, MA 02662

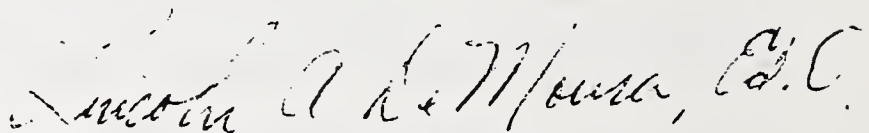
To Whom It May Concern:

Charter schools, in my opinion, are one of the most exciting concepts put forth by recent education reform legislation. The proposal by the Cape Cod Lighthouse Association is innovative, creative and provides interested students with an education alternative.

I fully support their proposal.

Thank you very much.

Yours truly,



Lincoln A. DeMoura, Ed. D.  
Superintendent of Schools

/mro



*Peninger*

14 Third Street, Rt. 4  
Harwich, MA 02645  
February 10, 1994

Cape Cod Lighthouse School Association  
P.O. Box 968  
South Orleans, MA 02662

Dear Mr. Krohn:

I applaud your group's efforts in establishing a charter school in the Lower Cape area. As President of the Chatham Teachers' Association and a classroom teacher of young children, I recognize the time and energies involved in an undertaking of this magnitude in education. It is much easier to follow long accepted educational practices than to accomplish the more difficult task of transferring current research into programmatic changes.

The goals of the Lighthouse School offer much to foster dispositions that promote problem solving and lifetime learning for our sixth, seventh, and eighth grade students. The proposed integrated learning experiences will enhance student understanding by encouraging them to think and see the inter-relatedness of the different areas within the curriculum. Your program takes good advantage of the Lower Cape's resources which further promotes the connectedness within the curriculum disciplines and adds authenticity to the learning experiences. It is also commendable that the physical development of your students is encouraged through hiking, biking and walking--all activities which may be easily participated in as an adult.

My original response to the concept of charter schools was that they would take away valuable resources (innovative personnel and finances) from public education. Perhaps, initially this may be the case. However, I also see the opportunities for charter schools becoming places where new ideas are encouraged and put into practice. Traditionally public schools have been very slow to change. These charter schools offer the potential of serving as models of promising programs in education, thus in the long run, promoting change in education for all students--private, charter school, and public. The Lower Cape, being removed from the more metropolitan areas of the Commonwealth, would benefit greatly from having such a model school in close proximity.

I look forward to reading about the progress in developing the Lighthouse School and its innovative program. Good luck in your endeavors.

Sincerely,

*Beverly A. Peninger*  
Beverly A. Peninger

February 7, 1994  
Coles Neck Rd.  
February 7, 1994  
Coles Neck Rd.  
Wellfleet, MA 02667

Greetings:

With great appreciation I read of the proposal for the Lighthouse School as a charter school option for the middle school students of the Lower Cape. As a professional member of the public school system at the elementary level for the last 23 years, I am very aware of the changes occurring in society and concurrent demands placed on the institutions of education. As an active member of the teachers' association, most recently serving as president, I am involved in the issues of finance, professional development and the intense struggle of teachers and administrators to create and continue excellence in education. As a parent of a ten year old girl, I am profoundly concerned with the culture of today's education environment and its vital role in nurturing attitudes of excellence and positive, healthy achievement. As a resident of this special peninsula I am concerned with the quality of life for all who benefit from its richness. As a tax-payer, I want the most effective use of our financial resources to provide for the continuing needs of all. It appears that a charter school as proposed begins to address these issues, and I wish to express full support for the idea.

Diversity within the culture requires a corresponding response from those charged with conveying values and attitudes to the next generation. The unique and fragile environment of Cape Cod must be strengthened and maintained by well educated, highly motivated and socially conscious citizens. It seems to me that a school whose mission is to instill knowledge and values specifically geared to the understanding and preservation of this area may prepare a generation of citizens better able to deal with society's conflicting demands. It also seems to me that a school whose expectations are clearly stated and maintained will be able to elicit behavior from parents and students that further promotes its goals and objectives, thereby creating a unity of purpose while serving varied consumers.

Thank you for your efforts to develop and implement this idea, for the good of all of us. I look forward to watching your progress and hope to become a part of this endeavor in some way. I think it's a great idea for these times.

Sincerely,

*Sara Hutchings*



Myka-Lynne Sokoloff & William H. Wibel  
P.O. Box 76  
Brewster, MA 02631

February 7, 1994

Piedad F. Robertson  
Secretary of Education  
Commonwealth of Massachusetts  
One Ashburton Place  
Boston, MA 02108

Dear Secretary Robertson:

As educators and parents of a middle-school age student, we support with great enthusiasm the proposal to create the Cape Cod Lighthouse School. We are excited about this proposal for a broad range of reasons.

We live in a community where, by geographic isolation, there are few public or private alternatives to the local regional middle school. As a curriculum/assessment consultant and a middle school principal, respectively, we recognize the shortcomings of our local public option in contrast to what we would like to see available for our child.


We welcome a school in which students are taught for understanding, rather than for rote recall of information. We support a curriculum which integrates instruction throughout disciplines and which will develop problem seeking/solving skills and other habits of mind to foster life-long learning. We are particularly encouraged by the proposed Cape Cod curriculum focus, which we know to be highly motivating to middle-school age students. We welcome a learning environment in which the tasks that involve students are authentic and relate to the natural and social world that surrounds them. Recognizing the importance of accountability on the parts of all members of the school community, we look forward to participating actively by helping to shape the program, raise funds, and collaborate with resource partners in the community.


It is extremely important to us to have our child invested in a school in which students are provided rich opportunities to take risks and understand the concept of intellectual responsibility. These are variables not traditionally found in the day-to-day operation of public schools.

Entrepreneurial ideas will come from students in this proposed setting. Ideas that get set aside in large bureaucratically organized structures will blossom into real learning and authentic activities. This setting will promote students to be scientists, to be mathematicians, to be writers and sociologists. This setting will be where artists will grow. The Cape Cod Lighthouse School will be the center stage for students growing through their middle years to showcase their abilities. The environment will be one that promotes challenge, respect, tolerance and intellectual competence.

We regard the proposed Cape Cod Lighthouse School as a welcoming beacon of learning and understanding. We strongly urge you to consider granting it a charter.

Truly yours,

  
Myka-Lynne Sokoloff

  
William H. Wibel

# CHATHAM PUBLIC SCHOOLS

## Office of Superintendent of Schools

147 Depot Road, Chatham, MA 02633

Vida R. Gavin, Ed. D.  
Superintendent

(508) 945- 5130  
Fax (508) 945-5133

February 24, 1994

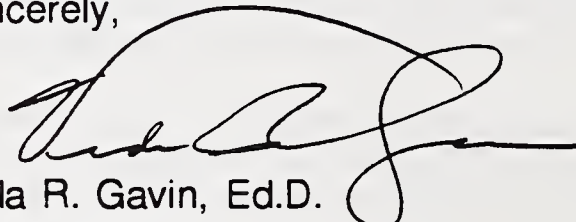
Cape Cod Lighthouse School Association  
PO Box 968  
South Orleans, MA 02662

Gentlemen:

Congratulations in putting together a proposal for a charter school in this area with a focus on the unique resources available on the Cape.

Your interdisciplinary, thematic approach to the curriculum, smaller class sizes, flexible school days, and involvement with the Coalition of Essential Schools are important components of your proposal. I commend you in your efforts in submitting an application to the State and wish you luck with this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Vida R. Gavin', with a large, sweeping loop at the end.

Vida R. Gavin, Ed.D.  
Superintendent of Schools

VRG/mks



Piedad Robertson  
Secretary of Education  
Commonwealth of Massachusetts

11 Sparrowhawk Rd.  
PO Box 812  
E. Orleans, Ma 02643  
February 23, 1994

Dear Mrs. Robertson,

I am pleased to write this letter of support to call your attention to a most significant proposal "Cape Cod Light House School." I have recently retired after more than forty years in public education. During those years, I was always concerned with students who needed a wider range of educational experiences not readily available in the traditional school setting. This need is most pronounced on the lower Cape. (I served as Superintendent of the Duxset Regional Schools 1975-1982.)

The community resources on Cape Cod are phenomenal. There has been a sense of parochialism surrounding each individual school district. Proposals such as the Cape Cod Light House School calls for collaborative effort between and among school districts to share talents - student teachers, and community.

I have known many of the teachers and citizens who have designed the program and they are outstanding. Their high level of dedication, their skills and talents, and their enthusiasm guarantees a superior educational experience for every student. In addition, the energy generated through the program will have a significant impact on Cape Cod.

I support the proposal with enthusiasm and urge you to do the same. I'm certain the project will be an influential model for public education throughout the Commonwealth.

Sincerely  
Nick F. Muto  
NICK F. MUTO

**Center for  
Foreign Policy  
Development**

*of the  
Thomas J. Watson Jr.  
Institute for  
International Studies*

Brown  
University  
Box 1948  
Providence,  
Rhode Island  
02912

Tel: 401 863-3465  
Fax: 401 863-7440  
Telex: 3792135 CFPD

February 9, 1994

Mr. Don Bakker  
The Cape Cod Lighthouse School  
PO Box 968  
South Orleans, MA 02662

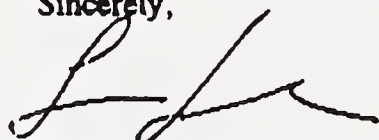
Dear Don,

We at the Choices for the 21st Century Education Project are very excited about the vision expressed in your recent press release concerning the establishment of the Cape Cod Lighthouse School. Bridging the learning environment across traditional disciplines, engaging the unique resources of the Cape Cod community, developing partnerships between parents and the school, setting high expectations for all students and providing the means to achieve them; this is exciting! As we travel around the country working with teachers and schools, we note two indicators of a successful educational environment. One is a school in which the faculty is not only teaching but learning -- reevaluating its own integrity as a community of learning as it guides its students into the world of life-long learning. The other is a school where high expectations are set, bought by the students, and held to by the faculty. The vision you present for the Cape Cod Lighthouse School reflects both.

The Choices Education Project looks forward to working with you as you give increasing shape to the curriculum and teaching methods that will serve as a foundation for your school. We will be pleased to work with you as you adapt the expertise and resources of the Choices Education Project to your particular needs and setting.

We wish you well as you launch this important endeavor.

Sincerely,



**Susan Graseck**  
**Director, Choices Education Project**

**BOARD OF OVERSEERS**

The Honorable  
Thomas J. Watson Jr.  
Chair

Mark Garrison

The Honorable  
Arthur A. Hartman

Artemis A. W. Joukowsky

Marie J. Langlois

Ann R. Leven

The Honorable  
C. Mathias

L. J. McKinney

The Honorable  
Cyrus R. Vance

Olive C. Watson



C

February, 1994

It is with excitement and enthusiasm that I write in support of the formation of the Lighthouse School. As the parent of a fourth and seventh grader in the local school system, I look forward to the opportunity to choose a school whose purpose is to provide the strong academic preparation I know is necessary for their future academic success. The existing philosophy which seems to underestimate the ability of children of this age to use higher level thinking skills and overestimate the effects of the turmoil of puberty on learning, allows for several years of low expectations and little intellectual growth.

In my experience, children flourish when high expectations for their achievement is the standard and support and guidance in achieving this goal is the stated objective of the instruction.

As a teacher in the public school system, I know there are many things which the system is doing very well. However, opportunities to try innovative or creative programs are not easy to initiate or welcomed because of philosophical, political or economic opposition. The Lighthouse School will provide the opportunity for students, teachers and community members to pursue a new direction for education on Cape Cod.



Diane Campbell  
128 Gov. Bradford Rd.  
Brewster, Ma. 02631

Cape Cod Lighthouse School Association  
P.O. Box 968  
South Orleans, MA. 02662

February 5, 1994

To: Cape Cod Lighthouse School,

My husband and I have been following the progress of CCLS, and are very excited about what you are trying to do.

We have three children in the Nauset system. Our oldest is a sophomore at the high school, and we have two children at BES in second and fourth grades. We were not happy with the experience our oldest child had at the present middle school, and we have dreaded the thought of going through all of the turmoil again.

Since our son is in the fourth grade at this time we are very interested in what will be happening with the school over the next year and a half. We would like to state our serious interest in sending him to the charter school, should he be accepted. We would be most anxious to be kept abreast of the application process, and further developments of the school.

Like everyone I am sure, our time is somewhat limited, but we would be interested in doing what we can to help. I work out of my house as a literary agent, have a fax and am great on the phone if there is any need. My husband's time is not too flexible, he is a physician assistant with Dr. Rhodes in Brewster, but we will both do what we can.

Thank you for your hard work, it is so wonderful to think that at last we may have a choice for our children. You are all doing a great thing.

Sincerely,

*Candace Woods*  
Candace Woods

Our home phone is 896-5226

**CCM**  
CREATIVE CAREER  
MANAGEMENT

Signatory

57

Quail Hollow Rd.

Brewster,

Massachusetts

02631

508-896-9351



P.O. Box 181  
Wellesley, Ma 02667  
2-9-94

To: Cape Cod Lighthouse School:

My husband and I were delighted to read of  
the formation of the Cape Cod Lighthouse School.  
We have a 5<sup>th</sup> + 3<sup>rd</sup> grader + the program  
described in your paid advertisement sounded like  
the answer to our prayers - We have motivated  
students who we would like to see stay that  
way + prevent middle school worries ~~us~~.  
I would like to know how to register my  
children but assume that until you have funding  
this request is premature.

If you have more information or are <sup>compiling a</sup> list of  
interested students please contact ~~us~~ or include  
the names of Myles Robinson - Victoria Robinson.  
We would love to be included in the formation  
+ /or planning of this school -

Regards. Paul + Amanda Robinson

7d: 508-349-1618

—To Whom It May Concern,

2/7

I am writing in support of the formation of the Cape Cod Lighthouse School Assoc. As a parent of two children, ages 6 and 12, and a resident of Orleans the idea appeals to me.

Although I have no problem with a traditional school setting and structure I would relish the chance for the children to have more opportunity to learn through, and experience more fully, this beautiful and unique environment in which we live. I'd also like the opportunity to be more involved in my children's education.

In addition, to the extent that I am involved in the current system I found that, while I am very thankful for the many caring and committed individuals that provide an education for our kids I sense a certain tension and frustration in the School



• Basically, there seems to be  
"a whole lotta disrespect goin' on"  
Human nature being what it is  
I know this can't be avoided  
completely, especially at this  
middle school level, but I  
would like to be involved  
in a system that offers an  
alternative.

Sincerely,

Karla and James  
Harrington

37411

02662



Liz Perry Burkitt  
1159 Millstone Rd.  
Brewster, Mass. 02631  
(508) 896-2887

February 2, 1994

Dear Mr. Krohn,

I am very interested in learning more about The Cape Cod Lighthouse School. I have two daughters in The Brewster Elementary School who will need a creative and challenging school environment.

Please call or mail me information about your plans — I'd be willing to help out if needed.

Sincerely,

Liz Burkitt





# CAPE COD MUSEUM OF NATURAL HISTORY

February 9, 1994

RE: Cape Cod Lighthouse School

To Whom it May Concern:

The Cape Cod Museum of Natural History is exuberant about the opportunity to be an integral part of the evolution of a new educational opportunity for young people, namely the charter school known by its founders as the Cape Cod Lighthouse School. On behalf of CCMNH, I am delighted to provide this letter of support.

CCMNH has been teaching interpretive science and environmental education in the public schools and in the Museum for forty years. During that period of time, we have come to believe that interactive, experiential, hands on problem solving, using "real" materials, is a highly effective method of education that engages youngsters in ways that more traditional methods often don't.

The initial conversations between CCMNH and the CCLS regarding the creation of this interactive learning experience utilizing an interdisciplinary approach has generated enthusiasm and excitement on every level. We have long supported and been part of a community-based network of organizations outside of the public schools who have collaborated to offer unique, educational experiences to students of all ages. Now we find ourselves supporting the efforts of the founders of a charter school who will offer those same types of experiences to youngsters in a somewhat more traditional "school format".

Encouraging the values of integrity, personal responsibility, perseverance and respect for themselves, each other and their environment will be inherent in all lessons. The educators who interact with the students will reflect those values, not as an aside, but rather as an integral part of the educational experience. CCMNH looks forward to the time, hopefully in September 1994, when this dream will come to fruition. We will do what ever we are able to do to assist at any level. The community will ultimately be the beneficiary of this forward-thinking group of individuals who are working so diligently to make this CCLS a reality. We are an important and supportive part of that community.

If there are any specifics you would like us to address, please call and ask. I may be reached at the Cape Cod Museum of Natural History at (508) 896-3867. We encourage favorable action for this project. Thank you for your thoughtful consideration.

Sincerely,

Susan P. Lindquist  
Executive Director



Kimbold



# United States Department of the Interior



NATIONAL PARK SERVICE  
Cape Cod National Seashore  
South Wellfleet, Massachusetts 02663

IN REPLY REFER TO:

February 9, 1994

K18

Donald Bakker  
Cape Cod Lighthouse School Association  
P.O. Box 968  
South Orleans, MA 02662

Dear Mr. Bakker:

The National Park Service (NPS) is very interested in promoting environmental education within local communities and in utilizing the parks as classrooms. We want to cooperate as much as we can with the Cape Cod Lighthouse School Association in order to achieve our mutual objectives.

Educational programs have existed at Cape Cod National Seashore for a number of years. Two residential programs were established in the 1970's through the National Environmental Educational Development (NEED) initiative. One program is conducted by the Dennis-Yarmouth, Harwich, and Falmouth school systems for their fifth-graders. A resident, credentialed staff directs this one-week program in an NPS-owned building which we provide under a cooperative agreement. The other program, conducted in Eastham at the former Nauset Coast Guard Station, is predominately used by private schools. Park rangers conduct teacher workshops in the use of seashore resources and media. Workshop participants then plan and direct the activities of their own students during their assigned week in residence. More than a thousand students participate in this program each year.

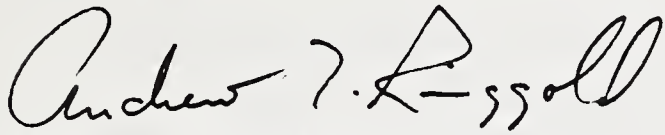
In 1991 we began an educational outreach program, focused primarily on freshwater resource management, for interested elementary schools in four lower-Cape towns. Each spring, park rangers provide activity-oriented classroom sessions followed by participatory water-quality monitoring activities at a nearby pond.

We hope to develop additional educational outreach in the future, following concepts that we believe can readily be incorporated among the objectives you have proposed. The resources and facilities of the seashore (historic structures, beaches,

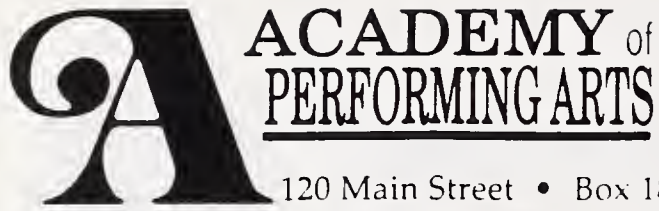


marshes, trails, exhibits, etc.) are available to you in any case, but we would hope to collaborate with you in order to increase student and community awareness and understanding of Cape Cod's natural and cultural resources and ways that they can be conserved for the enjoyment of this and future generations.

Sincerely,

A handwritten signature in cursive script that reads "Andrew T. Ringgold". The signature is fluid and stylized, with the first name "Andrew" being more prominent than the last name "Ringgold".

Andrew T. Ringgold  
Superintendent



120 Main Street • Box 1843 • Orleans, Cape Cod, MA • 02653

---

School/ Administration: (508) 255-5510

Playhouse Box Office: (508) 255-1963

Don Krohn  
Cape Cod Lighthouse School Association  
PO Box 968  
S. Orleans, MA

February 5, 1994

Dear Don,

The Academy of Performing Arts would like to offer its support for your Charter School project. We would like to be included in the curricular development of this project, and hope that you will be able to use the Academy as a resource for arts enrichment and education. Arts awareness is an important aspect of education that is often overlooked and underfunded; we are very enthusiastic about your goals, and are pleased to be included in the developmental stages.

We would like to offer the following suggestions of our possible involvement in and out of the classroom:

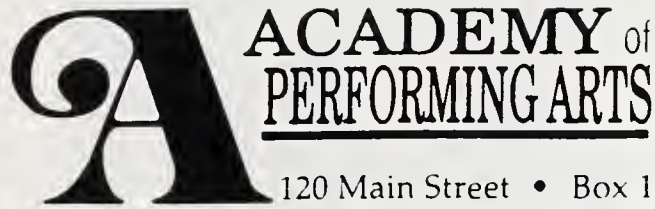
1. Dance, music, or drama residencies as part of Gym, Music, English, History, Art, etc. classes.
2. Arts enrichment sessions to enhance existing curriculum

Examples:

actors role playing characters in history, literature, art, etc. Our most popular is Myles Corey as Leonardo da Vinci, Michelangelo, Picasso, or Van Gogh; our actors have visited classrooms as Walt Whitman, Columbus, Lincoln, etc.

Story tellers delivering sessions on the Holocaust, racial discrimination, cultural diversity, storytelling skills, etc.

Dancers making the roaring 20's come to life with the Charleston and social dances of the times.



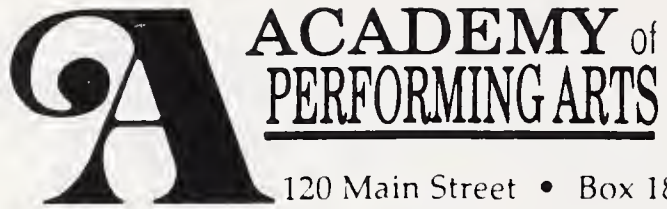
120 Main Street • Box 1843 • Orleans, Cape Cod, MA • 02653

School/ Administration: (508) 255-5510

Playhouse Box Office: (508) 255-1963

3. Live performance and lecture demos (one hour)  
lecture demonstration followed by question and answer  
sessions: from dance, music, or drama performances  
offered at the Academy:  
examples:  
'North Atlantic Ballet'- 'The Nutcracker', 'Midsummer Night's  
Dream', 'Romeo & Juliet', 'The Scarlet Letter', etc.  
Academy productions of 'To Kill a Mockingbird', 'Grapes of  
Wrath', 'Twelfth Night', etc.  
Music faculty: Introduction to the percussion family of  
instruments, keyboard, strings etc.
4. In-class workshops in collaboration with curriculum:  
creative movement (set students poetry to movement)  
creative drama (acting out specific passages or concepts such  
as feelings)  
cello or any instrument for music enrichment  
storytelling (create your own stories and learn how to tell  
them)  
choreography or drama coaching for plays, etc.
5. Full length performances at the Academy at a reduced rate. Any  
of our plays, dance productions, new works, etc. can be offered  
to students at a reduced rate. We will come to the classroom  
before students attend a production, with the actors, dancers,  
director, etc. for an introductory session.
6. Academy student demonstrations  
The best way to get a message across to students is through  
their peers. Student demonstrations are valuable not only for  
the audience, but for the student performers as well.





120 Main Street • Box 1843 • Orleans, Cape Cod, MA • 02653

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School / Administration: (508) 255-5510

Playhouse Box Office: (508) 255-1963

7. Field trips to the Academy

Tour backstage, learn about costumes, lighting, set design and construction, etc.

Visit classes and rehearsals

I have enclosed our Outreach Brochure. We can accommodate most requests from faculty members and are always open to suggestions.

I will wait for further word from you. Thank you for contacting the Academy to be a part of this project.

Sincerely,

A handwritten signature in cursive script that reads 'Patricia'.

Patricia Arés

School/Outreach Coordinator



94  
nonn  
God Lighthouse School  
for children on Cape Cod

Don

the Board of Directors of the Cape Cod Light House School has been sending  
us and will take into the Cape Cod Light House School for nine years  
work directly with children and teachers in materials and  
native projects based on the natural compatibility of  
child pursuits and specific creative skills

an art school and cultural institution on the Outer Cape we  
a concern for the cultural health of this rather isolated  
city. Your school plan seems to share that concern, and we  
interested in helping you in whatever way we can

Yours truly

*Mary Starkman*

Mary Starkman, director



# CENTER FOR COASTAL STUDIES

*A Private Non-Profit Organization for Research, Education and Conservation in the Coastal & Marine Environments*

59 Commercial Street • P. O. Box 1036 • Provincetown, Massachusetts 02657 • Telephone: (508) 487-3622

Don Krohn  
P.O. Box 968  
South Orleans, MA 02662

February 9, 1994

Dear Don:

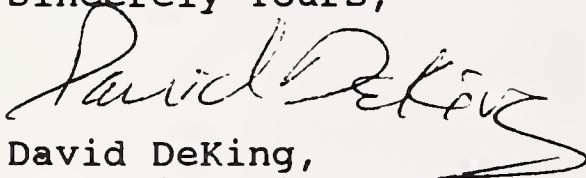
The Center for Coastal Studies supports the efforts to establish the Cape Cod Lighthouse School, a public charter school as provided for in the 1993 Massachusetts Education Reform Act.

The Center for Coastal Studies is a research facility focused on the marine habitats and marine mammals. The Conservation and Education division at the Center is actively involved in local public education outreach efforts. Our programs are geared at sharing our expertise and strengthening the public's understanding and appreciation for the marine environment through scientific inquiry and research. The Center's research is translated for the public and often applied to issues dealing with marine mammal and marine habitat protection.

We are open to pursuing an association with the Lighthouse School which might include our assistance in organizing a stronger interdisciplinary and thematic approach to public education at the Lighthouse School. We might also act as a resource for teachers and their students. This would be a continuation of our current involvement in such programs with the public schools on the outer Cape. We hope to see these admirable charter school efforts dovetail with the present public school programs as much as possible.

The Center for Coastal studies wants to go on public record as supporting the small Outer Cape's Public Schools which are actively increasing their efforts to provide the type of education called for by the Cape Cod Lighthouse School Association. A stronger Cape-wide effort will only enhance this movement. We feel that the Cape Cod Lighthouse School and the current public schools can co-exist and will compliment each other's educational efforts. The Center for Coastal Studies encourages you to support the Cape's request for the Cape Cod Lighthouse School. Thank-you!

Sincerely Yours,

  
David DeKing,  
Executive Director



## 10) EDUCATIONAL PROGRAM:

### *A. In detail, describe the educational program of the school.*

The educational program of the Cape Cod Lighthouse School is built upon a foundation of shared basic values: personal responsibility, cooperation, academic honesty, perseverance, consideration for others, and respect for the environment. Dedication to these values will be reflected in the manner in which individuals within the school community — students, teachers, parents, board members, and resource partners - interact and in the manner in which the curriculum is designed. Specific curricula will be developed once the charter is received and teachers selected.

The curriculum core of the Cape Cod Lighthouse School will consist of interdisciplinary, thematic learning units built around the unique natural and human resources of our community and an inventoried list of student interests. The curriculum will encourage entrepreneurial ideas from students and support them as they take risks and responsibility for these risks in the education process. Learning units will vary in time from four weeks to year-long projects. From 15 to 20 students will work as a group within the learning unit and the skills of cooperative learning will be emphasized. Depending upon the nature of the learning unit, students may be grouped by age, by abilities, by interest, or by a combination of such factors.

There will be a strong focus on the development of writing skills throughout all content areas and the students will read literature from different genres. Creative writing, narrative writing, responsive writing, and expository writing experiences will strengthen and develop the communication skills of the students. The writing of student journals is particularly well suited to the focus of the school.

Each learning unit will be planned and orchestrated by one or two core teachers. These core teachers will coordinate with our resource partners to provide appropriate on-site and field learning activities. These will enable our students to recognize the interconnection among various subject disciplines in the real world and to experience the bridge between the theoretical and the practical. While acting as the core teacher for a particular learning unit, a teacher will also be available as a resource person to other groups focussing on a different learning unit. The flexible school-day schedule and the teachers-as-a-team approach will permit coordination and reinforcement. In addition, parents with the skills and time to contribute will become part of the team for a particular learning unit. A specific example will illustrate this approach.

Consider, for example, a learning unit centered around traditional Cape Cod architecture — the saltbox house and the half-Cape house. Both of these architectural designs originated in this area more than three-hundred years ago. Some disciplines which lend themselves to be taught within this unit are: mathematics (both basic computational skills and geometrical concepts), physical science (an understanding of forces and load-bearing capacities), environmental science (effective utilization of available materials and resources and a design intended to meet the demands of the local geography and climate), and history (social development of families and communities). The skills which might be taught and reinforced during this unit include: drawing and other forms of artistic expression, model making, measuring, using reference sources, and writing in a clear and effective manner to communicate observations and conclusions. This list of disciplines and skills can obviously be expanded and shifted to



address the needs of the students, their styles of learning, and the strengths of the teachers.

On-site visits to some of our local resource partners will enable the students to walk through, measure, and get the feel of a Cape half house and a saltbox house, and to study the environment from which the materials were obtained. Experts drawn from our resource partners can explain the historical development of this style and the actual construction techniques used. A parent who is a builder or carpenter can show the students the practical application of these concepts which he or she must use to design and construct the present-day counterparts of the Cape half house. The past and the present can also be connected with a visit to a local building inspector or board of health where the environmental impact of single-family Cape-style dwellings and the effect of modern building codes can be understood. Examples of literature written by writers living in this setting could be read. While many other possibilities of learning connections could be suggested, this example demonstrates the overall approach.

In addition to the core curriculum built upon these interdisciplinary learning units, the Cape Cod Lighthouse School will offer students a basic foundation in the skills necessary for subsequent mastery of a foreign language. A local school system, Chatham, has been very successful in offering a foundation course consisting of two years of Latin to students in this age group. Students with this foundation have done well as they progressed to the study of a modern foreign language at the high school level. The Latin foundation has also reinforced the students' English skills, particularly the building of vocabulary and the understanding of sentence structure. The Lighthouse School teachers and Board will evaluate this model and others to support language development.

Although many mathematical concepts and skills can be taught effectively within the context of the interdisciplinary learning units, a mathematics specialist teacher, one with a strong background in the physical sciences, will be employed to help our students bridge their theoretical understanding of mathematics and the more authentic problem-solving applications. The unified mathematics approach developed recently at the University of Chicago and endorsed by the NCTM has much to offer. Capable students will receive the preparation in pre-algebra and algebra (or the unified mathematics equivalent) necessary for advanced high school level courses.

All students will also receive instruction in basic computer skills which will enable them to express themselves more effectively with word processing skills and to research, accessing information sources such as CD-ROM and computer networks such as Mass LearnNet. Several members of the founding group have strong backgrounds in this area and a number of community members, including some recent high school graduates with expertise in this field, have offered to assist our students.

The Cape Cod Lighthouse School will promote the physical development of our students by encouraging life-long, Cape Cod activities such as bike riding, hiking, and swimming. The extended-day approach and the flexible schedule will enable the school to provide activities which do not easily fit within the more traditional school structure. School sponsored activities designed for the entire family will promote the sense of community as well as developing patterns of healthful living. Team sport activities which build the skills of cooperation and leadership will also be provided.

Developing creative means for individual self-expression is just as important to early adolescents as the development of their intellectual abilities and academic achievement. Our resource partners have the

facilities and expertise to enable our students to develop their abilities in music, drawing and painting, drama, sculpting and woodworking. In fact, many of our parents are themselves accomplished artists, performers, and craftsmen. The Cape traditionally has been a strong area for these cultural activities and the Cape Cod Lighthouse School will build upon this community strength. Again, the extended day and flexible schedule will permit full utilization of these community resources and opportunities for students to explore the performing and visual arts and to create demonstrations of their skills.

***B. What is the basis for the teaching methods to be used?***

Socrates, in speaking to his fellow Athenian citizens 2,400 years ago, compared his relationship to his pupils to that of a mid-wife assisting a mother in childbirth. The mid-wife, after preparing the mother for the birthing experience by explaining the process, assists the mother by offering encouragement, active support and technical advice during the actual delivery. The mid-wife shares with the mother the awesome challenge of the task and the wondrous thrill of the birth.

Both Ted Sizer and the late Madeline Hunter, two of our modern day Socrates, also portray the effective teacher as a coach and mentor who motivates, encourages, explains and shares in the achievements of his/her students. While Socrates taught alone, the teachers at the Cape Cod Lighthouse School will be working as a team contributing their individual strengths to design and to supervise the interdisciplinary learning experiences which will enable our students to strengthen their basic skills and problem-solving skills. While the teacher as coach and mentor is our basic teaching model, the particular methods used will depend upon the needs of the students, the nature of the learning unit chosen, the resources available, and the teaching strengths of individual teachers.

***C. Describe the school calendar and hours of the school.***

The Cape Cod Lighthouse School's thematic, interdisciplinary approach involving community resource partners requires a flexible school schedule. Field trips on a floating laboratory out into Cape Cod Bay depend upon the tides; studying the configuration of the stars at the Nickerson State Park observatory can only be done late in the evening; and group discovery projects at the Museum of Natural History should not be cut short by some arbitrary school closing hour. The teaching team, with input from the parents and resource partners, will plan the flexible schedule in advance in a manner to reflect the requirements of the particular learning units to be offered.

Because of the flexible scheduling which may involve evening and weekend learning experiences, the Cape Cod Lighthouse Board of Trustees prefers not to employ the traditional 180 day school calendar, but instead to opt for a more flexible "contact hour" standard per school year. This issue will be negotiated with the State Department of Education upon receipt of the charter.

**11). STUDENT PERFORMANCE:**

***A. Describe your proposed plan to assess student performance.***

Both traditional and alternative means of assessment will be employed. While some of the traditional means are useful in assessing progress and areas of need within the "basic skills," student portfolios or performance assessment, best known from Ted Sizer's work with the Coalition of Essential Schools at



Brown University, offer a useful model for assessing the development of problem seeking and solving skills. This approach provides the student with a variety of opportunities to demonstrate with projects, written work, performances, and other forms of exhibition his/her mastery of skills, concepts, and subject matter as well as an understanding of the connections which link areas of learning and their application to authentic, real life. Our teaching staff will work with the Brown University Institute for Secondary Education and the Coalition of Essential Schools to improve their assessment skills.

This assessment process will primarily be based upon the thematic learning unit. At the beginning of the unit the teacher(s) in collaboration with the student will establish principal learning outcomes. These objectives, which will be communicated to the individual student and his/her parent/guardian, will reflect the individual strengths and needs of the student as well as the content of the unit. During the unit, both student and parent will participate in the on-going assessment process. At the conclusion of the learning unit the teacher(s), student and parent will jointly share their perspectives on the student's achievements. Assessment will be on-going and integrated with authentic learning experiences throughout the unit. While traditional grading systems will not be precluded, it is recognized that they are no substitute for a full, professional analysis of the student's achievements. The Cape Cod Lighthouse School will strongly promote excellence in achievement and such excellence will be recognized.

***B. What remediation will be available for underperforming students?***

Before remediation can be initiated, the reasons for the student's apparent under-performance must be understood. Conferences involving the teacher(s), student, and parent/guardian are an indispensable first step. Since our core teachers have had many years of successful classroom experience dealing with a wide variety of student learning styles and abilities, the teaching team will suggest the methods for addressing these needs. The methods available at the Cape Cod Lighthouse School will include, but not be limited to: tutorial sessions during or after the normal school day, re-teaching using different strategies, one-on-one assistance from community volunteers, and peer assistance. Computers will be available in each classroom to assist, when appropriate. Since the Cape Cod Lighthouse School believes that learning is a family experience, the involvement of the family in these efforts will be sought. Where family support is not available, an academic mentor program will be established with our many supporters in the community to provide individualized assistance to the student.

***C. How will the development of skills be measured?***

In addition to the assessment processes described in 11A.) above, the Cape Cod Lighthouse School will employ the Massachusetts Educational Assessment Program (MEAP) and nationally normed tests such as the California Achievement Test (CAT) to measure both the development of skills school wide and the development of skills on an individual basis. When appropriate, observation check lists and criterion-referenced tests may also be used. As an innovative, model school we believe that we can demonstrate that our alternative approach can not only promote more effectively the development of problem seeking and solving skills, but also strengthen the acquisition of basic skills.

**12). SCHOOL EVALUATION:**

***A. What methods of self-assessment or evaluation will be used to ensure that the school is meeting its stated mission and objectives?***

Prior to the beginning of each school year the Cape Cod Lighthouse School Board consisting of parent representatives, teacher representatives, representatives from our resource partners and several community at large representatives will establish short range, intermediate range, and long range goals for the school. Such goals will include:

- 1) development of physical facilities and resources,
- 2) growth of outreach programs to the community,
- 3) student performance objectives,
- 4) continued development of curriculum,
- 5) staff professional development and recruitment.

Means for assessing progress towards the attainment of these goals will be established and, in a timely fashion, the Board will be presented with reports documenting such progress. The method of selecting and replacing members of the Board will insure that the central mission and objectives will continue since the majority of the Board will consist of parents, teachers, and resource partner representatives. The evaluations and suggestions of outside experts such as the Institute for Secondary Education and the Coalition of Essential Schools at Brown University will be solicited and welcomed. Since the innovative nature of the Lighthouse School insures that it will be a potential model watched closely by the larger Cape Cod community, we expect to receive many comments coming from different perspectives regarding our progress. These will be carefully considered. Once the charter has been received and the charter school board selected, specific benchmarks for evaluating progress and insuring accountability of the teachers to the board and to the parents will be established.

***B. How will the school establish regular dialogue with parents? With the community?***

The Cape Cod Lighthouse School is the vision of the Lower-Cape and Mid-Cape community and, in a sense, the Cape Cod Lighthouse School is the Lower-Cape and Mid-Cape community. Just as in the past when the townspeople of our small communities would get together to raise a community barn or meeting place, so today the townspeople of the Mid and Lower Cape, stretching from Provincetown to Brewster, have come together to raise a new school for our children — a place where the entire community can participate and share. The founding group and the school community will continue the active dialogue that already has been established with parents, resource institutions, educators from the surrounding communities, and the local media. Both the learning unit planning process and the student assessment process involve the continuing involvement of staff, resource partners, and parents. Central to our vision are family- and community-oriented learning experiences held during non-traditional school hours. A community communication plan will be developed by the board of trustees at the beginning of each school year.

**13) HUMAN RESOURCE INFORMATION:**

***A. How will teaching and administrative staff be selected? Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials. What***



*is the targeted staff size?*

The board will recruit a core of experienced, certified teachers who are proficient in the interdisciplinary approach and who are well known in the community for their commitment to excellence and their ability to motivate students. A number of such teachers have expressed the desire to teach at the Cape Cod Lighthouse School. They represent the type of teacher whom parents often request that their children have. Advanced degrees are preferred and multiple certifications or comparable evidence of the ability to teach effectively in several disciplines will be sought. To balance this core of senior master teachers, we will recruit several younger teachers who are interested in the interdisciplinary approach, who have strong backgrounds in our areas of focus such as environment education, and who share energetically our vision. A number of promising applicants have already contacted us. Once established, we intend to develop a training relationship with the Brown University Graduate School of Education to enable some of their teachers-in-training to gain experience at our school. While we intend to fill all teaching positions with well-qualified teachers, it may be that some have not fully completed the requirements for standard certification under current Department of Education requirements. Demonstrated teaching effectiveness, ability to work well in a team, background in our areas of focus, and enthusiasm are the four primary criteria in recruiting staff. We anticipate an initial staffing level of eight full-time, and several part-time teachers plus our resource partners and parent volunteers.

*B. How will teachers and administrators be evaluated? How often?*

Central to the team teaching concept at the Cape Cod Lighthouse School will be on-going peer evaluation. Teachers learn best from other teachers. Proven models for peer evaluation, including the Madeline Hunter Teacher Effectiveness Program and the "reflective practice" model developed by Jon Saphier, have been examined and will be adapted to our school. In addition, the comments of parents and students are a valued means of "fine tuning" the learning units and instructional strategies. On a yearly basis the Board will evaluate the performance of the staff.

*C. Describe any other relevant employee information, including but not limited to: salaries, contracts, hiring and dismissal, benefit packages, and staff development.*

To recruit the high quality teachers that will make the Cape Cod Lighthouse School successful the Board will offer a salary and benefit package equal to or superior to those offered teachers in the surrounding school districts. Details will be worked out after the charter has been received. A fair dismissal policy will also be adopted. Duration of contract is a matter to be negotiated between the Board and the prospective teacher.

Staff development is an important part of the Cape Cod Lighthouse School vision. Membership in the Institute for Secondary Education at Brown University and the subsequent access to their programs of professional development is planned. In addition, the close ties to the community scientific and cultural institutions which have already been forged will provide many opportunities for staff development and growth. The team-teaching, interdisciplinary approach probably offers the best potential for built-in, on-going staff development.



## 14) SCHOOL GOVERNANCE

*A. Describe the internal form of management to be implemented at your school, including any plans to contract to an outside group to manage the school.*

The educational leadership and daily educational management of the Cape Cod Lighthouse School will be the primary and shared responsibility of the core teaching team. The position of the lead teacher, chief spokesperson and academic leader of the school, is likely to be rotated among the experienced teachers. It is our firm belief that teachers, in partnership with the parents and students, best understand the way to deliver a quality education to the students. The governance and administrative structure of the Lighthouse School will support this premise through the establishment of a school-based management with shared decision-making strategies. The Board will consist primarily of parents, and the education programs will be created, delivered, and administered by experienced teachers who are directly accountable to the Board. The business manager will perform the clerical and financial functions necessary to insure the smooth operation of the school. Such functions will include: attendance, payroll, procurement of necessary supplies, compiling the annual report, supervising student transportation, and liaison with the community resource partners.

Specific allocation of these functions and assignment of responsibilities will be determined by the board, with the professional assistance of our consultant, Clare O'Connor, after the awarding of the charter. Ms. O'Connor, former Director of the Office of External Programs, New York City Board of Education, has been part of the planning team since the founders came together.

*B. How will the board of trustees be chosen?*

The Board of Trustees of the Cape Cod Lighthouse School will consist of seven parent representatives to be elected by the parents, two teacher representatives to be elected by the teachers, three representatives chosen by the resource partners, and two community representatives (not parents) to be elected by the parents. After the awarding of the charter, the signatory founders, as listed in this application, will function as the temporary board of trustees.

*C. Describe the roles and responsibilities of the board.*

The primary role of the board is to oversee, support and facilitate the educational program of the school and the learning community of the students. The board will have the responsibilities of obtaining and maintaining the site, appointing all staff, determining the financial arrangements with the staff, establishing working relationships with local school districts in which the students live, supervising the expenditures of funds, raising any additional funds needed for the operation of the school, assuring that all governmental regulations — local, state, and federal — are complied with, and establishing procedures to insure continued open access to the board by all segments of the school community. Further delineation of the responsibilities of the board will be made after the awarding of the charter in consultation with the Department of Education.

***D. Describe the relationship of the board to teachers, administrators, students, and families.***

The composition of the board and method of selection described above insures that the board will be responsive to the concerns and needs of the parents, teachers and the community in which the school is located. The board will generally be guided by the will of the school community as expressed in procedures to be established to give easy and open access by the community to the board, which must ultimately follow its own conscience. The board will also insure that students have access to the board to voice their concerns and express their opinions regarding major issues of school governance. Formal procedures will be established to provide redress for those who feel it necessary.

***E. Discuss the nature of parental and student involvement in decision-making matters.***

The composition of the Cape Cod Lighthouse Board of Trustees, which insures that a majority of the board members are parents chosen by parents, and the procedures to be established for providing open and on-going access to the board for parents and students insure involvement in decision-making matters at the board level. The conditions governing the daily operation of the school, including hours, code of behavior, and the scheduling of learning activities outside of the normal school day will be determined by the teaching staff in consultation with the parents and students. Students' involvement in establishing and maintaining the fundamental values of the school — personal responsibility, academic honesty, perseverance, consideration for others, respect for the environment, and cooperation — is essential.

***F. Describe the nature and extent of community involvement in school activities.***

The flexible school day approach and the scheduling of learning activities during evenings and weekends will insure community involvement. The community resource partners, three of whom will be represented on the Board of Trustees, will play an integral role in the operation of the school by contributing their resources and expertise to the education of the children. The Cape Cod Lighthouse School is a school being built by the community and it will, once established, remain a school reflecting the needs of the community.

## **15) BUILDING OPTIONS**

***A. and B. Describe your present options for a school building. Demonstrate how this site would be a suitable facility for the proposed school.***

We have entered into an agreement with the owners of a site on Route 6A in Orleans. This site consists of recently built and largely underutilized office space which is conveniently divided into classroom size units of about 900 square feet each. Our agreement calls for a lease of five years, the first year including 8,700 square feet and the second and subsequent years including 11,100 square feet. The units are roomy, airy, and will be well ventilated. In addition to classroom size rooms, the area leased includes many smaller rooms suitable for offices, teacher conference rooms, and small group work. The septic system has been checked by a registered engineer and ample capacity for 160 or more students assured.



Our lease also gives us an option on any additional space becoming vacant at this site. The board members and teachers are excited about this site and its potential for transformation into a first class learning environment. The owners are contributing nearly \$50,000 to the cost of renovations necessary to bring these units, some of which have never been occupied, into compliance with all applicable federal, state, and local health and building codes, including the Americans with Disabilities Act of 1990. The owners are also constructing, at their expense, an additional bathroom to insure sufficient toilets to serve the staff and students as required by law.

The site is conveniently located just off a major exit of Route 6, the principal highway serving the Lower and Mid Cape regions, and is easily reached by the students and parents of six surrounding towns. The site is located about one mile from police and fire stations and is on existing school bus routes. Access by the four or five school busses which would be transporting those students living within the Nauset Region will not disturb present traffic patterns. An existing traffic light at the entrance to the site will insure the safety of the students.

*C. Discuss any progress or future plans for acquisition of a school building.*

A copy of the signed agreement with the owners of the aforementioned site and their manager is attached. A detailed lease is currently being drawn up to implement the terms of this agreement. Work on the necessary renovations are expected to begin within several months. The renewal clause negotiated guarantees that we have the option to continue at this site for an additional five years beyond the initial five year lease at a rate fixed to the increase in the CPI.

*D. Describe financing plans, if any.*

The cost of renovations, estimated to run about \$60,000 beyond the \$50,000 which the owners are contributing, will be amortized over the first five years of operation and are included in the five year projected budget submitted. The Cape Cod Bank and Trust has offered us a line of credit for the start up year which will enable us to pay these initial costs. At the end of the start up year period (January 1995-December 1995) the bank will convert our balance to a five year loan at or near their prime rate. This line of credit will also enable us to purchase computers, textbooks, furniture, and other equipment necessary for opening in September 1995.

10/04/94

10:14 FAX 404 240 0154

SMG-ATLANTA

--- CAPE COD MGMT

001/005

TEL No.5082403384

Oct. 3.94 2:50 P.02

## Cape Cod Management, Inc.

Commercial &amp; Residential Property Management

P.O. Box 806 Orleans, MA 02653 508-255-3334 Fax 508-240-3384

September 30, 1994

Mr. Anthony Harwood  
Hawthorn-Sonnet  
c/o Cape Cod Management  
Peachtree Road, Suite 635  
Atlanta, GA 30326

Dear Tony,

On Behalf of the Cape Cod Lighthouse School, Inc., I would like to extend to you the following counter proposal to your September 1, 1994.

### PROPOSAL.

LOCATION: Units #1, 2, 6, 7, 8, 9 and 11, Bayberry Square in Orleans.

SPACE: Approximately 8,730 sf of rentable space.

LEASE TERM: Five Years and Eight months. Commencing on January 1, 1995, and ending on August 31, 2000.

BASE RENT:	YEAR	RENT/SF	RENT/YEAR	RENT/MONTH PAID OVER 10 MONTHS
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(8,730 sf) 1/1/95-2/31/95

RENT FREE

9/1/95-8/31/96	\$6.00/sf	\$52,380.00	\$5,238.00
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9/1/96-8/31/97	\$6.18/sf	\$53,951.40	\$5,395.14
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9/1/97-8/31/98	\$6.37/sf	\$55,610.10	\$5,561.01
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9/1/98-8/31/99	\$6.56/sf	\$57,268.80	\$5,726.88
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9/1/99-8/31/00	\$6.76/sf	\$59,014.80	\$5,901.48
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Tenant may pay rent in 10 equal installments beginning October 1 and ending July 1 of each rental year.



**FREE RENT:** Tenant will not pay base rent for the first 8 months of the lease.

**CAM CHARGE:** Tenant will pay no CAM until 9/1/95. However, tenant will be charged CAM on the entire 8,730 sf for the period 1/1/95 to 8/31/95. This amount comes to \$11,640 and will be spread out over the second and third years of the lease term and added to the base rent. For the remainder of the term the common area charge will be fixed at \$2.00/sf. These CAM charges include but are not limited to insurance, real estate taxes, and common area maintenance.

**UTILITIES:** Tenant is responsible for it's own utilities and will begin paying for them on 9/1/95. However, tenant will be charged utilities on the entire 8,730 sf for the period 1/1/95 to 8/31/95. This amount is estimated to be \$15,500.00 and will be spread out over the second and third years of the lease term and added to the base rent. If tenant should buildout space before 9/1/95, and begin utilizing space, and should utility bill be higher than the above estimates, then Tenant will reimburse Landlord for the actual bills. This amount could also be spread out over the second year.

**BUILDOUT:** Landlord will provide to the Tenant a buildout allowance of \$4.50 per square foot. Tenant accepts space "as is". Any buildout above this amount will be the responsibility of the Tenant.

**BATHROOMS:** Landlord will install an additional standard bathroom adjacent to the existing standard bathroom in unit #9 at no extra cost to the tenant. Any additional plumbing or finishes in this additional bathroom will be at the cost of the tenant.

**ADDITIONAL BUILDOUT:** At the Tenant's option, the Landlord will provide to Tenant a loan for up to \$100,000. This loan is to be used for additional buildout items including cost for HVAC, bathroom, fire alarm, and electrical upgrades, as well as any construction coordination fees. This loan will be for one year at 9% interest and will be signed for personally by each Corporation Trustee.

**BUILDOUT PLANS:** A list of all modifications on the space shall be presented to the Landlord no later than

February 1, 1995. All modifications will be contracted directly by Landlord or it's Agent according to the specifications supplied by Tenant. All modifications should be completed no later than 150 days after receipt of final plans.

**LIABILITY  
INSURANCE:**

Tenant must carry liability insurance limits acceptable to Landlord. Policy must name Landlord as additional insured. Any increase in Landlord liability insurance directly related to the Tenancy of the Charter School will be paid for by the Tenant.

**CONTINGENCY:** This proposal is contingent upon Tenant receiving charter from State Department of Education no later than December 31, 1994 and approval of present septic system to handle a school with capacity for 160 students.

**RECREATION AREA:** The Landlord will allow the area in front of Units 1 and 2 to be used as a recreational area.

**ADDITIONAL**

**LANDSCAPING:** Tenant at any point during the lease term, at it's expense and with Landlord's approval, may construct a landscape medium in front of Units 7, 8, 9.

**SIGNAGE:** Tenant, at it's expense, may have signage on the peaked area in front of Unit #7 and in the space provided above Unit #1. All signs must conform to those already associated with Bayberry Square and must meet with the approval of the Landlord.

**RIGHT OF FIRST**

**OPTION:**

$\pm 2,400 \text{ sq ft}$

Tenant may have first right of option on the Villari space only. Tenant may exercise this option at any point up to 90 days prior to the current Villari's lease expiration date (1/96). At the time of the expansion the rate for the additional space will correspond directly with the rate currently being paid on the original 8,730 sf. Landlord will contribute \$4.50/sf in buildout above the "as is" condition of the space. All other costs above this amount will be a Tenant expense.



**RIGHT OF FIRST****REFUSAL:**

Tenant has first right of refusal on any other adjacent space to their original 8,730 sf. The rental rates for this expansion will be at market. So long as at least three years remains on this lease, Landlord will provide \$4.50/sf for buildout above the "as is" condition. All other improvements will be at the Tenant's expense. Tenant must respond within twenty-one (21) days of receipt of written notice.

**OPTION TO RENEW:** Tenant shall have the option to renew for an additional five (5) year term. Tenant shall give Landlord written notice of its intentions no later than 8/31/99.

**RENEWAL TERMS:** The new rate for the first year of the extension will be the second year's base rent (\$6.00/sf) of the first term (Year 2 base rent) adjusted by the cumulative increase for the period from 1/1/95 to 8/31/00 in the "Consumer Price Index - U.S. City Average for ALL Urban Consumers All Items (CPI-U 1982-84 - 100".

Thereafter, and at the end of each year of this renewal the Base Rent will be adjusted by multiplying the Base Rent for the immediately preceding 12 months by a fraction, the numerator of which is the "Consumer Price Index - U.S. City Average for All Urban Consumers All Items (CPI-U) 1982-84 = 100" for the month most recently published prior to the date of adjustment and the denominator of which is the CPI-U twelve months earlier than the month used in establishing the numerator.

For example, if the adjustment date was October 1, 1993 and the CPI for the month most recently published prior to that date had been for August 1993, then the numerator would have been 144.8 and the denominator would have been 140.9, which is the corresponding CPI-U for August 1992. Thus the base rent would be adjusted for the year beginning October 1, 1993 as follows:

Base Rent for the year	X	144.8
ending September 30, 1993		140.9

**CAM RENEWAL:** For the renewal period CAM will not be fixed at \$2.00 per square foot and Tenant will pay actual CAM charges.

**TOWN REQUIREMENTS:** Any additional work required by any government agency at the federal, state or local level will be the sole responsibility of the tenant. These expenses may include, but are not limited to, engineering and legal cost and permits.

**PERMITS AND APPROVALS:** The validity of this lease and Tenant obligation under this lease shall be contingent upon Tenant obtaining all necessary and required permits and legal, regulatory, and statutory approval which may be required for the legal occupancy of the premises for it's use as a Public Charter School.

This letter is evidence of the present intent of the parties only. It does not constitute a binding commitment on either party, and the obligation of either party hereunder shall be subject to the negotiation, execution and delivery of a mutually agreed upon lease.

If this proposal is acceptable to you, please approve it where indicated below and I will begin lease preparation.

Sincerely,

Todd G. Thayer  
TGT/sdh  
BBY/Chartpro4

Acknowledged:

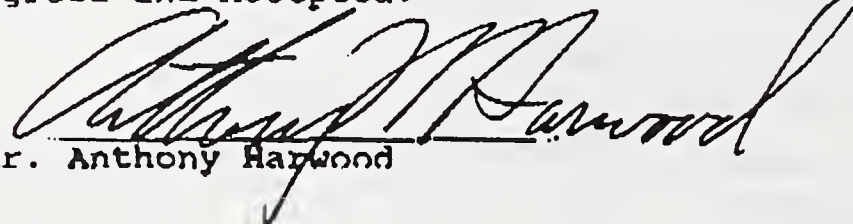
Mr. Don Krohn, President



Don Bakker, Vice President

Mr. Scott Barron, Treasurer

Agreed and Accepted:

  
Mr. Anthony Harwood



## PART III

### 16.) CODE OF CONDUCT

- A. Discuss any rules or guidelines governing student behavior which will be incorporated into a student handbook.*
- B. Describe your school's policies regarding student expulsion and suspension.*

The following policies governing student rights, student behavior, disciplinary procedures, and harassment have been adopted by the Board of Trustees. We intend that our policies be fully in compliance with MGL Chapt. 71 section 37 as amended by the Education Reform Act of 1993. Every year these policies will be reviewed by a committee representing teachers, parents, students, and board members. Suggested revisions will be referred to the Board of Trustees for action. An updated copy of these policies as well as the procedures used to develop and revise these codes and policies will be filed with the Department of Education as required by law. Copies will also be distributed to parents and to students at the beginning of each school year.

**"IT IS DISCIPLINE THAT MAKES ONE FEEL SAFE, WHILE LACK OF DISCIPLINE  
HAS DESTROYED MANY PEOPLE BEFORE NOW."**

— XENOPHON 401 B.C.

The Cape Cod Lighthouse School, the teachers, the parents, and the students are committed to making our schools as safe and trouble free as possible. We have clearly established priorities, ambitious educational goals, and high personal expectations, and we will not permit misunderstanding or the disruptive influence of a few individuals or small groups to compromise them. We know that the learning process is dramatically improved by an orderly and disciplined environment. Therefore, we voluntarily adhere to a rigid code of conduct (standards, values, rules, and consequences) which serves to remind us of the feeling of others, reduce the number of distractions, and deter conscious misbehavior. When we go to school, we enter a special place reserved for serious, disciplined people. Basically:

- We support and defend our high standards and we insist that others do likewise. We do so, not because we are motivated by authority or fear or personal gain, but simply because it is right.
- We insist upon equitable treatment for all, and we treasure our right to work and learn in a school that is absolutely free of mindless discrimination and debilitating harassment, and the insensitivity inherent in the kinds of people who foster or tolerate them.
- We detest the use/abuse of illegal drugs, alcohol, and tobacco, and the regrettable behavior, the chronic illness, and early death that substance abuse too often brings.
- We refuse to bide those individuals or groups who seek, through demonstrative behavior or inference, to physically threaten our person, our education, our school system, or to instill fear in us.
- We will not tolerate destructive, disruptive, or harmful behavior in any form, since such harmful action unquestionably counters our positive efforts.
- The school is dynamic, and we will find it necessary, from time to time, to alter our responses to meet new challenges. But, the basic premise upon which our standards are founded is immutable.

- The underlying philosophy of the disciplinary process is excellence: —it is not punishment, or power, nor the desire to stifle creativity, self expression, or freedom; —it is, rather, deep concern for the well being and/or academic success of every last person involved.

Discipline relies completely upon the individual's informed consent, cooperation, and desire to meet the commitment to succeed. Consequently, it is incumbent upon each of us to support the process, become better disciplined, and to collectively work to make our schools safer, happier, and more productive... *our futures depend upon it.*

## PHILOSOPHY STATEMENT - DISCIPLINE

The Cape Cod Lighthouse School seeks to encourage in each student a sense of self-discipline and individual responsibility and accountability for one's actions, respect for one's self and others, and an individual code of behavior which reflects the values of family and community.

## STATEMENT OF PURPOSE

In order to grow intellectually, socially, and emotionally, children need to be in an environment where there are concerned teachers who will set firm, consistent, and positive limits while providing warmth and support for their appropriate behavior. The professional staff in our school is expected to promote student conduct conducive to an orderly educational program, to maintain an effective learning atmosphere, both in and outside of the classroom, and to help students achieve the self-discipline necessary for responsible use of their freedom.

In maintaining proper discipline, all persons connected with our school have these basic obligations:

1. to promote the learning goals and objectives of the school.
2. to preserve individual dignity.
3. to recognize and defend the rights of others.

Good order and discipline should be positive, not negative; it should emphasize adjustments rather than punishment; and its goal should be to turn unacceptable conduct into acceptable behavior. Order and discipline are largely matters of classroom climate, planning, teaching techniques, and classroom management. There must exist an atmosphere of mutual cooperation and respect among parents, students, teachers, and the board. Each individual is a valuable and important member of our school community.

Parents and guardians are also essential members of the school community. Family support reinforces school discipline efforts and assists teachers by encouraging appropriate school behaviors.

## INDIVIDUAL RIGHTS AND RESPONSIBILITIES

The Cape Cod lighthouse School recognizes the importance of its rights and responsibilities as they relate to the everyday operation of the school. The following rights and responsibilities are considered essential to a cooperative effort on the part of all members of the school community:

1. *The right to be respected as a valued member of the school community.*

This means that I have the right to expect that others will not laugh at me, tease me, or treat me unfairly because of my race, sex, religion, or physical, intellectual, or emotional characteristics.



I, in turn, recognize my responsibility to treat others with the same respect which I expect to receive.

2. *The right to receive a comprehensive education.*

This means that I expect to be exposed to a wide variety of learning experiences which are appropriate for me.

I, in turn, recognize my responsibility as a student to be prepared to work in class to the best of my ability and to work cooperatively with my teacher and fellow students.

3. *The right to feel safe and secure in school.*

This means that I have the right to expect that others will not threaten me verbally, physically, or emotionally. This also means that I expect that the school which I attend will be clean, pleasant, well-maintained, and free of anything that could be harmful or injurious to me or others.

I, in turn, recognize my responsibility to follow the discipline code of the school and to respect school property and the property of others.

4. *The right to be treated fairly and to be given due process.*

This means that if I make a mistake, I will expect that the consequence given to me will be consistent with what other students may receive for a similar infraction.

I, in turn, recognize my responsibility to accept the consequences of my behavior and to act in an appropriate manner.

## **STUDENT PEER REVIEW BOARD**

A student peer review board consisting of four students from each grade level shall exist for the purpose of determining appropriate options for the administration consequences to students whose actions while not warranting a suspension from school do detract from the goals and objectives set forth in the student section on rights and responsibilities.

This board shall have an equal gender representation by grade level.

The student peer review board will have available to it the at least one adult from the teaching staff for purposes of guidance and other considerations determined necessary by the staff person.

Elections to this board will be held within the first three weeks of school being in session. Elections will be set up by the students with assistance of the faculty. All students may vote for all positions in that every grade representative represent the whole.

Criteria for election to the student peer review board shall consist of being a student in good standing. Removal from the peer review board will take place when and only when a student fails to maintain a place on the rolls of the Cape Cod Lighthouse School, is her/himself brought before the review board for actions such that the review board must meet, has been suspended for any behavior mentioned in the code of conduct or self selects to no longer serve the one year term.

If a vacancy occurs on the peer review board, nominations from the grade level shall surface at a school wide meeting and a secret ballot shall take place within one week of nominations being submitted to the students for consideration.

***THE FOLLOWING BEHAVIORS MAY RESULT IN AN IMMEDIATE PARENT CONFERENCE:***

School detentions are determined to be counter productive to the goals and objectives of the Cape Cod Lighthouse School. The following list of behaviors are such that a may result in an immediate parent conference. Parents will receive a communiqué by either phone, in person contact, student carried note or the mail.

- Inappropriate verbal comments
- Cheating/plagiarism
- Discrimination
- Inappropriate items brought to school
- Inappropriate display of affection
- Inciting others
- Insubordination
- Failure to report to class (cutting)
- Possession of harmful objects
- Items used as weapons
- Unauthorized departure from class or scheduled activities
- Possession of smoking/tobacco products and related items

***THE FOLLOWING BEHAVIORS ARE CONSIDERED VERY SERIOUS. THE CONSEQUENCE FOR THESE BEHAVIORS IS USUALLY SUSPENSION:***

All suspensions are assigned by teacher team. If a student is suspended from school, an attempt will be made immediately to contact the student's parent/guardian by telephone. Parents/guardians will also be notified of the suspension by mail and in most cases a meeting will be set up with the parent and the principal to address a solution to the problem. The police may be involved when serious health or safety issues exist.

If out-of-school suspension is assigned, the student will not be allowed to return to school for the assigned amount of time. Students suspended out of school should not be on school property at any time during the suspension unless they have the permission of the teacher team.

Abuse, verbal, on staff	1-2 days out of school suspension
Inappropriate language	1-2 days out of school suspension
Inappropriate gestures	1-2 days out of school suspension
Harassment*	1-3 days out of school suspension
Explosives, fireworks	1-3 days out of school suspension



Forgery	1-3 days out of school suspension
Smoking	1-3 days out of school suspension
Extortion	1-5 days out of school suspension
False alarms	1-5 days out of school suspension
Theft	1-5 days out of school suspension
Arson	1-10 days out of school suspension
Assault on staff/student*	1-10 days out of school suspension
Battery on staff/student*	1-10 days out of school suspension
Drugs, possession, distribution, sale, or use*	1-10 days out of school suspension
Alcohol/possession/use/distribution (drugs)*	1-10 days out of school suspension
Hazing*	-10 days out of school suspension
Weapons (possession, use)*	1-10 days out of school suspension
Vandalism	1-10 days out of school suspension or expulsion

\*Reference: State Law

Pursuant to the Education reform Bill of 1993 section 55 pages 66 - 71 Charter Schools, the following statement is made.

*"A student may be expelled from a charter school based on criteria determined by the board of trustees, and approved by the secretary of education, with the advice of the principal and teachers."*

#### **DUE PROCESS**

If a student is to receive a consequence for a behavior which breaks a school rule, the following steps will be taken.

1. The student will be informed of the inappropriate behavior and the reason s/he may receive a detention or suspension.
2. The student will be allowed to explain his/her side of the story and his/her perception of what happened.
3. If necessary, an appropriate consequence will be assigned.
4. The teacher or staff member will include the student in seeking a solution to the situation so that it will not happen again. When necessary, an administrator and/or counselor will assist in this process. Parents may also be contacted to assist their child in exploring alternatives to inappropriate behavior.

#### **DISCIPLINING OF SPECIAL NEEDS STUDENTS**

Special needs students are subject to all school rules and regulations found in the Student Handbook, unless otherwise noted on the student's individual educational plan.

Special needs students will be granted due process as stated above.

On the seventh cumulative day of suspension in a given school year, a review of the individual's educational

plan pertaining to discipline and behavior will be conducted .

Any changes in the discipline procedure as a result of the review meeting will become effective upon the eleventh cumulative day of suspension for the school year.

The following represents possible options that will be explored in each disciplinary review meeting, to become effective once the eleventh day of suspension is assigned:

1. The student may be released from in-school suspension to attend special needs classes.
2. The student may be assigned suspension time after school or on Saturdays until the amount of time served equals the amount of suspension days assigned.

## **HARASSMENT**

The Cape Cod Lighthouse School is committed to equal employment and educational opportunity for all employees and applicants, students and members of the school community without regard to race, color, religion, sex, national origin, age, sexual orientation, or handicap in all aspects of employment and education. The members of the school community include the board of trustees, parents, staff, students, and volunteers working in the school, while they work and study subject to board authority.

The Lighthouse School is committed to maintain a school and work environment free of harassment of any kind, including harassment based on race, color, religion, national origin, age, sexual orientation, or handicap. The Lighthouse School expects all employees and members of the school community to conduct themselves in an appropriate and professional manner with concern for their fellow employees and students.

Harassment in any form will not be tolerated. Harassment may include but not be limited to:

1. repeated or persistent offensive remarks
2. intimidation for favors
3. overt threats or demands
4. unwanted physical contact
5. display or circulation of written materials or pictures of a derogatory manner.

Any violation of this statement should be brought to the attention of the Board of Trustees or their designee as soon as possible, who will conduct an investigation and take appropriate action. In order to promote and maintain a positive and productive learning environment, The Lighthouse School shall take immediate steps to halt any harassment of which they have become aware.

Any employee or member of the school community found to have engaged in harassment shall be subject to sanctions, including but not limited to, a warning, suspension, or expulsion for students, and a warning, suspension, or termination of employment for staff.

Under certain circumstances, harassment (particularly sexual harassment) may constitute child abuse under Massachusetts law G.L. c. 119, 51A. The Lighthouse School shall comply with Massachusetts laws in reporting suspected cases of child abuse.



### ***17) Special Needs Students***

We at the Lighthouse School believe that each student is special and has needs that are particular to him or her. For those student that have been or will be identified as "special needs" under the terms of CMR 28.00 we will accommodate, to the fullest extent possible, their needs within the regular classrooms in a manner consistent with the instructional program and philosophy of our school. The focus of instruction will center about cooperative learning by working in groups on long term projects, involving many different learning sites which utilize the facilities of our institutional resource partners.

During the admissions process, special needs students, like all students, will be considered on an individual basis and the compatibility of their learning styles with the teaching approaches offered will be evaluated with the parents/guardians. The process will be the same for special needs and non-special needs students as the admissions committee will determine with the student and parents/guardians whether his/her educational needs can best be met by the Lighthouse School, and how his/her needs can best be met. There will be no discrimination in the admissions process based on special needs status.

The Cape Cod Lighthouse School will comply with all applicable special needs regulations including CMR 28.00 and a consultant will be hired to design a system which meets these requirements and reflects the educational philosophy of the school.

## 18.) Funding

Enclosed is our tentative 5-year operating budget beginning in September 1995 covering projected income and planned expenditures. The anticipated surplus each year is intentional and designed to provide for possible 1) lower-than-expected enrollment—somewhat unlikely since about 250 parents have already expressed strong interest; 2) expanded staffing, if required to service our special needs students; or 3) decreased income due to modification in state formula for determining PPE. While we will be pursuing aggressively grant funding, at the present time this amount cannot be estimated and hence is not included in income.

### **START-UP BUDGET October 1994-August 1995:**

The four major areas for expenditures during our start up year are renovation expenses to bring building into full compliance with all necessary codes and regulations, curriculum development (per diem and expenses for staff, 10 days each @ \$150), consultant fees, and start-up-year insurance.

**A. RENOVATION EXPENSES:** our architect and the manager of the rental property are currently developing the list of needed and desired modifications. Our best estimate is that approximately \$60,000 in renovations beyond the basic build-outs supplied by leasor will be required. These costs will be amortized over the first five years of actual operation (see attached agreement in section 22). These funds are included in our projected 5-year operating budget. A line of credit from Cappe Cod Bank and Trust has been secured to cover these initial renovation expenses.

**B. CURRICULUM DEVELOPMENT:** We estimate that \$15,000 will be needed to pay per diem and expenses for staff working on curriculum development during the start up year. If the anticipated aid (estimated at \$30,000) from the Department of Education is not forthcoming, we will search for other sources.

**C. CONSULTANT FEES:** Although a tremendous amount of pro bono work has been contributed by members of the community, we will need the services of consultants during the start up year to design systems that will enable us to operate in full conformity with CMR 28.00 and with all reporting and record keeping requirements. In addition, payments for a recording secretary, and for someone to coordinate the leasor's renovations to ensure that our specifications are being met are necessary. Finally, we need a consultant to design our computer system and to instruct the business manager and staff in operation, and someone to locate good quality surplus school furniture and equipment and acquire such furnishings for us. Since many of these people are willing to work at below-the-market rate, we expect \$15,000 will cover these start up expenses.

**D. INSURANCE PREMIUMS:** \$3,500 for school leaders errors and omissions policy (\$5,000,000 coverage) to be effective once the charter is received in fall 1994. (see section 21 for further description of insurance coverage.)

Finally, yard sales, bake sales, etc. will generate enough operating cash for mailings, advertisements, and other incidental expenses



# Cape Cod Lighthouse Charter School

## Charter School Operating Budget & Projection

Five Year Projection Beginning in Fall 1995

	95-96	96-97	97-98	98-99	99-00
DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>REVENUES</b> # students	130	160	160	160	160
Per Pupil Tuition Revenue	855,290	1,084,000	1,116,000	1,150,000	1,185,000
Student Entitlements	unkn	unkn	unkn	unkn	unkn
Grants	" "	" "	" "	" "	" "
<b>TOTAL REVENUES</b>	855,290+	1,084,000+	1,116,000+	1,150,000+	1,185,000+
<b>EXPENSES</b>					
<b>Direct Student Costs:</b>					
Transportation - field trips	28,500	36,000	37,000	38,000	39,000
Supplies + texts	15,000	20,000	21,000	22,000	23,000
Computers and Materials <sup>5 yrs</sup> amortized	10,000	10,000	10,000	10,000	10,000
<sup>classroom furnishings</sup> See above <sup>5 yrs</sup> amort.	24,000	24,000	24,000	24,000	24,000
Insurance Expense	12,000	15,000	16,000	17,000	18,000
<b>Total Direct Student Costs</b>	89,500	105,000	108,000	111,000	114,000
<b>Personnel:</b>					
Salaries - BM /Executive Admintr	40,000	42,000	44,000	46,000	48,000
Salaries - Teachers (9 FTE) → 11 FTE	357,000	430,000	455,000	480,000	505,000
Salaries - Teachers (Part-Time)	—	—	—	—	—
Salaries - Parent/Community Coordtr	3,500	3,500	3,500	3,500	3,500
Salaries - Secretaries	16,000	17,000	18,000	19,000	20,000
Salaries - Custodians	3,000	4,000	4,200	4,400	4,600
Salaries - Paraprofessionals	—	—	—	—	—
Salaries - Substitute Teachers	4,300	5,500	5,700	5,900	6,100
Benefits - staff BC/BS	43,000	58,000	61,000	64,000	67,000
Benefits - Other	8,300	11,000	11,500	12,000	12,500
Staff Development <sup>teaching year includes 10 extra days</sup>	2,000	2,500	2,600	2,700	2,800
<b>Total Personnel</b>	477,100	573,500	605,500	637,500	669,500
<b>Occupancy:</b>					
Rent <sup>9,700 ft<sup>2</sup> / 11,500 ft<sup>2</sup></sup>	70,000	94,070	97,000	100,000	103,000
<sup>renovations amortized over 5 yrs</sup>	12,000	12,000	12,000	12,000	12,000
Maintenance - included in rent	—	—	—	—	—
Utilities	36,000	46,000	48,000	50,000	52,000
<sup>deterred start up costs</sup>	13,000	13,000	—	—	—
<b>Total Occupancy</b>	131,000	165,070	157,000	162,000	167,000
<b>Office:</b>					
Supplies	5,000	5,250	6,450	6,650	6,850
Equipment Rental & Maintenance	5,000	5,250	5,500	5,750	6,000
Telephone/Communications	2,000	2,100	2,200	2,300	2,400
Accounting & Payroll - <sup>done by Business Mgr.</sup>	—	—	—	—	—
Printing & Copying	5,000	5,250	6,450	6,650	6,850
Postage & Shipping	1,000	1,300	1,360	1,420	1,480
<b>Total Office</b>	18,000	21,150	21,960	22,770	23,580
<b>Other:</b>					
<sup>consultants</sup>	16,000	21,000	22,000	23,000	24,000
Miscellaneous E+D fund*	75,000	96,000	93,000	96,000	99,000
<b>Total Other</b>	91,000	117,000	115,000	119,000	123,000
<b>TOTAL EXPENSES</b>	806,600	975,720	1,007,460	1,052,270	1,097,080
<b>EXCESS (DEFICIENCY)</b>	48,690	108,280	108,540	97,730	87,920
<b>BEGINNING FUND BALANCE</b>					
<b>ENDING FUND BALANCE</b>					

\* E+D fund for unanticipated expenses



1995-96

## Charter School Budget (Sample)

EXPENSES					REVENUE estimate 95-96				
Salary (Personnel)		Unit Cost	Number	Cost	Tuition (By City/Town)		Unit Revenue	Number	Revenue
Principal Business Manager					Orleans	6369	20		127,380
Assistant Principal					Brewster	6369	40		254,760
Teachers					Eastham	6369	20		127,380
Aides					Wellfleet	6369	20		127,380
Secretaries/Clerical					Chatham	7733	10		77,330
TOTAL					Harwich	5519	10		55,190
Benefits					Truro	8587	10		85,870
Health				43,000					
Pension				3,000					
FICA									
Worker's Comp.									
Medicare				6,300					
TOTAL									
Instructional Supplies									
Texts	See other sheet								
Computers/Software									
Consumables									
Library									
Teacher's Discretionary									
TOTAL									
Non-Instructional Supplies									
Maintenance									
Custodial Services									
Utilities									
TOTAL									
Contracts									
Rental/Mortgage									
Social Services									
Professional Development									
Transportation									
Printing/Translations/Marketing									
Insurance									
Bookkeeping									
TOTAL					TOTAL REVENUE				855,290
GRAND TOTAL					TOTAL EXPENSES				
					SURPLUS (DEFICIT)				



**SUMMARY START UP YEAR BUDGET:**

our share of renovations (to be amortized)	(\$60,000)
curriculum development	15,000
consultants	15,000
insurance	3,500

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\$33,500

**19.) Accountability:**

Our business manager will be responsible for preparing an annual report that will be submitted to the Board of Trustees for approval. Subsequently, copies of this report will be distributed in accordance with the requirements set forth in M.G.L. chapt. 71, section 89.

Monthly reports concerning the school's finances and accounts will be prepared by the business manager and submitted to the Board. Such reports will, of course, be made available to the public upon request.

The business manager and our office clerk under his direction will be responsible for maintaining all school records that are required by law and for the dissemination of such information in a manner required by public school law, both state and federal. A paid consultant will assist us in setting up a system that will fulfill all of these requirements.

**20.) Transportation**

**A. Describe plans for transporting students within the local district to and from school.  
What arrangements, if any, will be made with district transportation?**

We anticipate that 70-75% of our students will come from the four-town Nauset Region (Orleans, Eastham, Brewster, and Wellfleet). Since our school is located in Orleans, under the terms of the Educational Reform Act of 1993, transportation must be supplied by the towns for these students. We intend to discuss with the Nauset Regional School District administration ways to arrange such transportation utilizing their present bus contractor. Since our school will be operating on a longer school day than the Nauset Regional Middle School, separate bus runs are indicated. In addition, separate bus runs would minimize the number of buses arriving at our site and, thus, minimize possible traffic disruption. We expect that 4 or 5 bus runs (routes) could handle our students from these four towns.

**B. How will students who live outside the local district be transported?**

The parents/guardians of students not living within the Nauset District will be responsible for their transportation to and from school. We will facilitate the process of establishing cooperative arrangements — car pooling — to assist these parents/guardians.

**21.) Liability and Insurance**

**A. Describe your school's insurance coverage plans.**

Rogers and Gray Insurance Agency of Orleans has analyzed our insurance needs in detail and provided a sample policy which is attached with a covering letter. We will rely upon them for our insurance needs.

B. A representative of our board, Scott Barron; our architect, Phil Lindquist; and the leasor's manager, Todd Thayer will continue to work closely with local fire, police, health, and building inspectors and officials to plan all necessary renovations to ensure the safety and structural soundness of the school. A tremendous amount of time has been put into this project by these individuals already. We are encouraged by the supportive responses and advice that we are receiving from all the Orleans town officials and inspectors involved. A site review committee meeting with most of the above individuals is scheduled for September. Written documentation will be supplied to the State Secretary of Education indicating full compliance with all applicable regulations, both state and federal. This work will begin before January 1, 1995 and should be completed by May 1, 1995.



# ROGERS & GRAY INSURANCE AGENCY, INC.



CAPE INSURANCE AGENCY

HYANNIS  
640 Iyanough Road (Rte. 132)  
Hyannis, MA 02601  
(508) 775-0011  
Fax (508) 775-0866

DENNIS  
434 Rte. 134, P.O. Box 1601  
So. Dennis, MA 02660  
(508) 398-7980  
Fax (508) 394-1393

ORLEANS  
111 Rte. 6A, P.O. Box 309  
Orleans, MA 02653  
(508) 255-0110  
Fax (508) 240-1827

FALMOUTH  
84 Davis Straits (Rte. 28)  
Falmouth, MA 02540  
(508) 548-7750  
Fax (508) 548-7353

SANDWICH  
65 Route 6A  
Sandwich, MA 02563  
(508) 888-1400  
Fax (508) 888-6701

PLYMOUTH  
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Life, Health & Annuities  
434 Rte. 134, P.O. Box 1601  
So. Dennis, MA 02660  
398-7980/(800) 553-1801  
Fax (508) 394-1393

INSURANCE & FINANCIAL SERVICES

08-16-94

LIGHTHOUSE SCHOOL  
C/O MR. DONALD BAKER  
P.O. BOX 968  
S. ORLEANS, MA. 02662

RE: MEETING ON INSURANCE PROGRAM

DEAR DON,

IT WAS GOOD TO MEET WITH ALL OF YOUR COMMITTEE LAST NIGHT. I WISH YOU ALL THE BEST OF LUCK IN THIS NEW VENTURE.

JUST TO REVIEW OUR DISCUSSION, SOME OF THE POINTS THAT I MADE ARE AS FOLLOWS:

GET WRITTEN CONFIRMATION OF YOUR COVERAGE AS VOLUNTEER DIRECTORS OF A NON PROFIT VENTURE. EVEN INCREASE YOUR HOMEOWNERS LIABILITY TO \$500,000 OR \$1,000,000 FOR A MINIMUM PREMIUM.

THE FIRST OFFICIAL POLICY WOULD BE FOR YOUR REGULAR MEETINGS. THIS IS RATED ON THE NUMBER OF PLACES USED. I SAID 4 AND THE QUOTE FOR \$1,000,000/ \$2,000,000 WAS \$200 ANNUALLY. YOU WOULD LET US KNOW MORE ON THE FUND RAISERS. THAT POLICY CAN BE PUT INTO EFFECT WITH COMMERCIAL UNION OVER THE PHONE. PLEASE BE IN CONTACT WITH MR. MARC NORGEOT.

THE NEXT POLICY WOULD BE THE SCHOOL BOARD LEGAL LIABILITY COVERAGE. THAT WOULD BE FOR A MINIMUM LIMIT OF \$1,000,000. THE ESTIMATED PREMIUM FOR THAT WOULD BE \$2,500. THERE IS A SPECIMEN POLICY ATTACHED AS REQUESTED.

NEXT WOULD BE THE PACKAGE POLICY FOR PROPERTY AND GENERAL LIABILITY AS A SCHOOL. THIS WOULD BE NEEDED AS SOON AS YOU SIGN A LEASE. THAT WOULD RUN ABOUT \$3,500. THIS IS FOR A GRADE K-4 SCHOOL AT FIRST.

6-9

LASTLY, YOU WILL BE NEEDING A WORKERS COMPENSATION POLICY WHEN YOU HIRE PEOPLE. WE ESTIMATED THAT TO BE ABOUT \$3,200 BASED ON A PAYROLL OF \$320,000.

THERE WOULD BE OTHER POLICIES AS YOU WENT ALONG, SUCH AS HIRED AND NON OWNED AUTOMOBILE COVERAGE OR AUTOMOBILE COVERAGE IF YOU BOUGHT BUSSES.

IN SUMMATION, WE DECIDED THAT AN ANNUAL INSURANCE BUDGET IN THE AREA OF \$10,000 SHOULD BE A GOOD ESTIMATE.

IF YOU HAVE ANY FURTHER QUESTIONS, PLEASE FEEL FREE TO CALL EITHER MARC NORGEOT OR MYSELF.

SINCERELY



RAYMOND J. TRAVERS  
VICE PRESIDENT





NATIONAL UNION  
FIRE INSURANCE COMPANY  
OF PITTSBURGH, PA.

70 PINE STREET  
NEW YORK, NEW YORK 10270

*(a capital stock company, herein called the Company)*

**SPECIMEN**

**SCHOOL LEADERS ERRORS AND OMISSIONS POLICY**

NOTICE: THIS IS A CLAIMS-MADE FORM: EXCEPT TO SUCH EXTENT AS MAY OTHERWISE BE PROVIDED HEREIN, THE COVERAGE OF THIS POLICY IS LIMITED GENERALLY TO LIABILITY FOR ONLY THOSE CLAIMS THAT ARE FIRST MADE AGAINST THE INSURED AND REPORTED IN WRITING TO THE COMPANY WHILE THE POLICY IS IN FORCE. PLEASE REVIEW THE POLICY CAREFULLY AND DISCUSS THE COVERAGE WITH YOUR INSURANCE AGENT OR BROKER.

In consideration of the premium charged, and in reliance upon the statements in the Application attached hereto and made a part hereof, and subject to the Limit of Liability stated in Item 3 of the Declarations and the terms and conditions contained herein, the Company and the **Insured** agree as follows:

**INSURING AGREEMENTS**

**1. ERRORS AND OMISSIONS**

To pay on behalf of the **Insured** all sums which the **Insured** shall become legally obligated to pay as **Damages** resulting from any **Claim** first made against the **Insured** and reported to the Company during the **Policy Period** for any **Wrongful Act** of the **Insured** in the performance of duties for the **School Entity**.

**2. DEFENSE COSTS, CHARGES & EXPENSES**

- a) The Company shall, as part of and subject to the Limit of Liability: appoint an attorney and defend any **Claim** against the **Insured** alleging a **Wrongful Act**, even if such **Claim** is groundless, false or fraudulent; pay on behalf of the **Insured** all expenses incurred by the Company in the defense of any **Claim** and all interest on that part of the judgment, which accrues after entry of the judgment and before the Company has paid, tendered or deposited in court that part of the judgment which does not exceed the Limit of Liability; pay on behalf of the **Insured** premiums on appeal bonds required in any **Claim** and/or premiums on bonds to release attachments for an amount not in excess of the Limit of Liability, but without any obligation to apply for or furnish any such bonds; and, pay on behalf of the **Insured** all reasonable expenses, other than loss of earnings, incurred by the **Insured** at the Company's request.
- b) The **Insured** shall not admit liability or settle any **Claim** or incur any cost or expense without the written consent of the Company. The Company shall have the right to make such investigation and negotiations and, with the written consent of the **Insured**, such settlement of any **Claim** as the Company deems expedient. If the **Insured** refuses to consent to any settlement recommended by the Company, the **Insured** shall thereafter negotiate or defend such **Claim** independently of the Company and the liability of the Company shall not exceed the amount for which the **Claim** could have been settled plus the costs and expenses incurred with the Company's consent up to the date of such refusal.

## DEFINITIONS

1. **Claim** means a judicial proceeding alleging a **Wrongful Act** that is filed against an **Insured** in a court of law or equity and which seeks **Damages** or other relief.
2. **Damages** means a monetary judgment or a settlement agreed to with the consent of the Company.
3. **Insured** means the **School Entity**, the Board of Education of the **School Entity**, all past and present Trustees, Directors, members of the Board of Regents of the **School Entity**, or members of the Board of Education of the **School Entity**, employees of the **School Entity**, student teachers, and volunteers acting for or on behalf of the **School Entity** solely within the scope of service contemplated by the **School Entity**.
4. **Policy Period** means the period from the effective date of this policy to the expiration date or earlier cancellation date of this policy.
5. **School Entity** means the entity stated in Item 1 of the Declarations.
6. **Wrongful Act** means any actual or alleged breach of duty, neglect, error, misstatement, misleading statement or omission by an **Insured** solely in the performance of duties for the **School Entity**.

## EXCLUSIONS

This policy does not apply to any **Claim**:

1. alleging fraud, dishonesty or criminal acts or omissions; however, the **Insured** shall be reimbursed for the reasonable amount which would have been collectible under this policy if such allegations are not subsequently proven;
2. arising out of (a) false arrest, detention or imprisonment, (b) libel, slander or defamation of character, (c) assault or battery, (d) wrongful entry or eviction, or invasion of any right of privacy, including, without limitation, any allegation that the violation of a civil right caused or contributed to such **Claim**;
3. arising out of bodily injury to, or sickness, disease, emotional distress or death of any person, or damage to or destruction of any property, including the loss of use thereof, including, without limitation, any allegation that the violation of a civil right caused or contributed to such **Claim**;
4. arising out of alleged sexual molestation, abuse or harassment including any alleged direct sexual activity and any allegation relating thereto that an **Insured** negligently employed, investigated, supervised or retained a person, or based on an alleged practice, custom or policy and including, without limitation, any allegation that the violation of a civil right caused or contributed to such **Claim**;
5. arising out of the failure to effect or maintain any insurance or bond; however, the Company will defend such a **Claim** but without obligation to pay **Damages**;
6. arising out of the gaining of any profit or advantage to which the **Insured** is not legally entitled or to any award of salary;
7. for punitive or exemplary **Damages**, fines or penalties imposed by law, the multiplied portion of multiple **Damages** or matters which may be deemed uninsurable under the law pursuant to which this policy shall be construed;
8. alleging, arising out of, based upon, attributable to, or in any way involving, directly or indirectly:
  - (a) the actual, alleged or threatened discharge, dispersal, release or escape of pollutants, or



- (b) any direction or request to test for, monitor, clean up, remove, contain, treat, detoxify or neutralize pollutants.

Pollutants includes (but is not limited to) any solid, liquid, gaseous or thermal irritant or contaminant, including smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Waste includes (but is not limited to) materials to be recycled, reconditioned or reclaimed;

9. arising out of the Asbestos Hazard Emergency Response Act, 15 USC §2641 et seq; however the Company shall defend such a **Claim** but will have no obligation to pay **Damages**;
10. arising out of a breach of fiduciary duty, responsibility or obligation in connection with any employee benefit or pension plan, or to any amounts due under any fringe benefit or retirement program; however, the Company will defend such a **Claim** but will have no obligation to pay **Damages**;
11. brought by one **Insured**, against another **Insured**, other than a claim brought by or on behalf of an employee against the **School Entity**; however, the Company shall defend such a **Claim**, other than a counter-claim or cross-claim;
12. arising out of the failure to integrate or desegregate the student enrollment or participation in any **School Entity**; however, the Company shall defend such a **Claim**, other than a **Claim** brought by a governmental entity, in accordance with Insuring Agreement 2 subject to an aggregate limit of \$50,000. This limit shall be part of the Limit of Liability stated in Item 3 of the Declarations;
13. arising out of breach of contract, except this exclusion shall not apply to any **Claim** arising out of breach of an employment contract;
14. arising from all pending or prior litigation or hearing as well as future **Claims** arising out of said pending or prior litigation or hearing. If this policy is a renewal of a policy issued by the Company, this exclusion shall only apply with respect to a pending or prior litigation or hearing prior to the effective date of the first policy issued and continuously renewed by the Company;
15. arising out of, based upon or attributable to the facts alleged, or to the same or related **Wrongful Acts** alleged or contained, in any **Claim** which has been reported, or in any circumstances of which notice has been given under any policy of which this policy is a renewal or replacement or which it may succeed in time.
16. arising out of any **Wrongful Act** prior to the inception date of the first policy issued by the Company and continuously renewed and maintained, if on or before such date any **Insured** knew or could have reasonably foreseen that such **Wrongful Act** could lead to a **Claim**;

## SPECIAL PROVISIONS

### 1. LIMIT OF LIABILITY

The total liability of the Company for all **Damages**, defense costs, charges and expenses arising from all **Claim** made against the **Insured** during the **Policy Period** and during the discovery period, if applicable, shall not exceed the Limit of Liability stated in Item 3 of the Declarations. The inclusion herein of more than one **Insured** shall not increase the Company's Limit of Liability. The Limit of Liability stated in Item 3 of the Declarations shall apply to all **Claims** arising out of the same **Wrongful Act** or related **Wrongful Acts**.

### 2. DEDUCTIBLE

Subject to the Limit of Liability, exclusions and other terms of this policy, the Company shall only be liable for those **Damages**, defense costs, charges and expenses which are in excess of the deductible stated in Item 4 of the Declarations. This deductible shall apply to each **Wrongful Act** and shall be paid by the **School Entity** and remain uninsured. A single deductible shall apply with respect to the same **Wrongful Act** or related **Wrongful Acts**.

### 3. NOTICE / CLAIM REPORTING PROVISIONS

- a) The **School Entity** shall, as a condition precedent to the obligations of the Company under this policy, give written notice as soon as practicable to the Company of any **Claim** made against the **Insured**.
- b) If during the **Policy Period**, or during the discovery period (if the right is exercised by the **School Entity** in accordance with Special Provision 4) the **Insured**:
  - (i) receives written or oral notice from any third party that it is the intention of such third party to hold the **Insured** responsible for the results of any **Wrongful Act**, or;
  - (ii) becomes aware of any **Wrongful Act** which may reasonably be expected to give rise to a **Claim** being made against the **Insured**,

written notice shall be given by the **School Entity** to the Company as soon as practicable and during the **Policy Period** or during the discovery period if applicable, of such written or oral notice under (i) above or of such **Wrongful Act** under (ii) above. If such written notice is given to the Company, any **Claim** which is subsequently made against the **Insured** arising out of such **Wrongful Act**, shall, for the purposes of this policy, be treated as a **Claim** made during the currency hereof.

### 4. DISCOVERY PERIOD

If the Company or the **School Entity** shall cancel or refuse to renew this policy, the **School Entity** shall have the right, upon payment of an additional premium of 25% of the total policy premium to a period of twelve (12) months following the effective date of such cancellation or non-renewal in which to give written notice to the Company of any **Claim** made against the **Insured** during said twelve (12) month period for any **Wrongful Act** before the end of the **Policy Period**. This right shall terminate, however, unless written notice of such election together with the additional premium due is received by the Company within thirty (30) days after the effective date of cancellation or non-renewal. This clause and the rights contained herein shall not apply to any cancellation resulting from non-payment of premium.

## GENERAL CONDITIONS

1. This policy applies to **Wrongful Acts** committed anywhere in the world provided **Claim** is made in the United States of America, its territories or possessions, or Canada.
2. All notices of **Claim**, notices of **Wrongful Acts**, applications demands or requests provided for in this policy shall be in writing and addressed to Forrest T. Jones, 3130 Broadway, P.O. Box 418131, Kansas City, MO 64141-9131, or the Company's Administrative Offices, 70 Pine Street, New York, N.Y. 10270.
3. The **Insured** shall cooperate with the Company and, upon the Company's request, assist in making settlements and in the conduct of **Claims**. The **Insured** shall attend hearings and trials and assist in securing and giving evidence and obtaining the attendance of witnesses. The **Insured** shall not, except at the **Insured's** own cost, voluntarily make any payment, assume any obligation or incur any expense.
4. No action shall lie against the Company unless, as a condition precedent thereto, the **Insured** shall have fully complied with all the terms of this policy, nor until the amount of the **Insured's** obligation to pay shall have been finally determined either by judgment against the **Insured** after actual trial or by written agreement of the **Insured**, the claimant and the Company.
5. In the event of any payment under this policy, the Company shall be subrogated to all the **Insured's** rights of recovery therefore against any person or organization, and the **Insured** shall execute and deliver all instruments and papers and do whatever else is necessary to secure such rights for the Company. The **Insured** shall do nothing to prejudice such rights. Any amount recovered in excess of the Company's total payment shall be restored to the **Insured**, less the cost to the Company of recovery.
6. Such Insurance as is provided under this policy shall apply only as excess over any other valid and collectible insurance, self insurance, or indemnification or similar agreement, whether such other insurance or agreement is stated to be primary, pro rata, contributory, excess, contingent or otherwise.

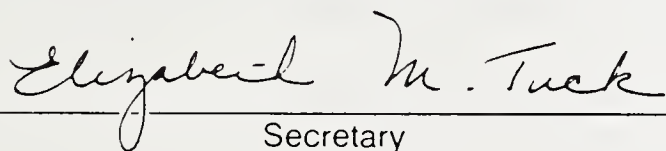


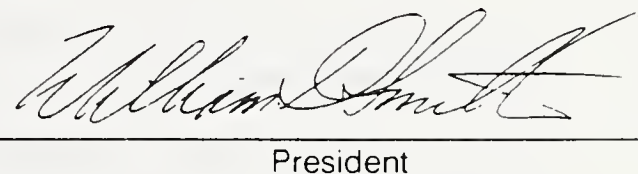
7. This policy may be cancelled by the **School Entity** by surrender of this policy or by giving written notice to the Company stating when thereafter such cancellation shall be effective. This policy may also be cancelled by the Company by delivering to the **School Entity** or by mailing to the **School Entity** by registered, certified, or other first class mail, at the address shown in Item 1 of the Declarations, written notice stating when, not less than thirty (30) days thereafter, the cancellation shall be effective. However, if the Company cancels this policy because the **School Entity** has failed to pay a premium when due, or has failed, after demand, to reimburse the Company such amounts as the Company has paid as **Damages**, Defense Costs, Charges or Expenses within the amount of the applicable deductible, this policy may be cancelled by the Company by mailing written notice of cancellation to the **School Entity** by registered, certified, or other first class mail, at the address shown in Item 1 of the Declarations, written notice stating when, not less than ten (10) days thereafter, the cancellation shall be effective. The mailing of such notice as aforesaid shall be sufficient proof of notice and this policy shall terminate at the date and hour specified in such notice.

If this policy shall be cancelled by the **School Entity**, the Company shall retain the customary short rate proportion of the premium hereon. If this policy shall be cancelled by the Company, the Company shall retain the pro rata proportion of the premium hereon. Payment or tender of any unearned premium by the Company shall not be a condition precedent to the effectiveness of cancellation, but such payment shall be made as soon as practicable.

8. This policy shall be void if assigned or transferred without the written consent of the Company.
9. By the acceptance of this policy, the **School Entity** agrees to act on behalf all **Insureds** with respect to the giving of notice of **Claim**, the giving or receiving of notice of cancellation or non renewal, the payment of premiums and the receiving of any premiums that may become due under this policy. All **Insureds** agree that the **School Entity** shall act on their behalf.

**IN WITNESS WHEREOF**, the Company has caused this policy to be signed by its president and secretary and countersigned where required by law on the Declarations page by a duly authorized representative of the Company.

  
Secretary

  
President

## SCHOOL LEADERS ERRORS AND OMISSIONS ENDORSEMENT

This endorsement effective:

forms a part of

policy number:

issued to:

by National Union Fire Insurance Company of Pittsburgh, Pa.

### DEFENSE IN ADDITION

In consideration of the premium charged, it is hereby understood and agreed that Insuring Agreement 2 is deleted in its entirety and replaced by the following:

#### 2. DEFENSE COSTS, CHARGES & EXPENSES

a) The Company shall, in addition to the Limit of Liability: appoint an attorney and defend any Claim against the Insured alleging a Wrongful Act, even if such Claim is groundless, false or fraudulent; pay on behalf of the Insured all expenses incurred by the Company in the defense of any Claim and all interest on that part of the judgment, which accrues after entry of the judgment and before the Company has paid, tendered or deposited in court that part of the judgment which does not exceed the Limit of Liability; pay on behalf of the Insured premiums on appeal bonds required in any Claim and/or premiums on bonds to release attachments for an amount not in excess of the Limit of Liability, but without any obligation to apply for or furnish any such bonds; and pay on behalf of the Insured all reasonable expenses, other than loss of earnings, incurred by the Insured at the Company's request.

b) The Insured shall not admit liability or settle any Claim or incur any cost or expense without the written consent of the Company. The Company shall have the right to make such investigation and negotiations and with the written consent of the Insured, such settlement of any Claim as the Company deems expedient. If the Insured refuses to consent to any settlement recommended by the Company, the Insured shall thereafter negotiate or defend such Claim independently of the Company and the liability of the Company shall not exceed the amount for which the Claim could have been settled plus the costs and expenses incurred with the Company's consent up to the date of such refusal.

All references in this policy to any amount payable by virtue of Insuring Agreement 2 being included within the limits of liability are deleted.

All other terms, conditions and exclusions shall remain the same.

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AUTHORIZED REPRESENTATIVE



## SCHOOL LEADERS ERRORS AND OMISSIONS ENDORSEMENT

This endorsement effective:

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policy number:

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### ADMINISTRATIVE HEARINGS

In consideration of the premium charged, it is hereby understood and agreed that Definition 1. **Claim**, is deleted in its entirety and replaced by the following:

1. **Claim** means a judicial proceeding alleging a **Wrongful Act** that is filed against an **Insured** in a court of law or equity and which seeks **Damages** or other relief, or an **Administrative Hearing**.

It is further understood and agreed that the definitions section of the policy is amended to include the following:

7. **Administrative Hearing** means a non-judicial proceeding in which (a) a **Wrongful Act** is alleged; and (b) monetary **Damages** are requested; and (c) monetary **Damages** can be awarded; and (d) awards of monetary **Damages** are legally enforceable.

All other terms, conditions and exclusions shall remain the same.

---

AUTHORIZED REPRESENTATIVE

## SCHOOL LEADERS ERRORS AND OMISSIONS ENDORSEMENT

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### BREACH OF CONTRACT

In consideration of the premium charged, it is hereby understood and agreed that Exclusion 13, is deleted in its entirety and replaced with the following:

- 13 arising out of breach of contract, however, the Company shall defend such a **Claim** in accordance with Insuring Agreement 2(a) subject to an aggregate limit of \$100,000. This limit shall be part of the Limit of Liability stated in Item 3 of the Declarations. This exclusion shall not apply to any **Claim** arising out of breach of an employment contract:

It is further understood and agreed that as regards the above named defense coverage for a non-employment related breach of contract **Claim**, Insuring Agreement 2(b) is deleted in its entirety and replaced by the following:

- b) The Insured shall not admit liability or settle any **Claim** or incur any expense without the written consent of the Company. The Company shall have the right to make such investigation and negotiations and such settlement of any **Claim** as the Company deems expedient.

All other terms, conditions and exclusions shall remain the same.

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**AUTHORIZED REPRESENTATIVE**



## SCHOOL LEADERS ERRORS AND OMISSIONS ENDORSEMENT

This endorsement effective:

forms a part of

policy number:

issued to:

by National Union Fire Insurance Company of Pittsburgh, Pa.

### CONSULTANTS AND INDEPENDENT CONTRACTORS

In consideration of the premium charged, it is hereby understood and agreed as follows:

1. Insuring Agreements 1 and 2 are amended to apply to the liability of the School Entity arising from the **Wrongful Acts** of Consultants and Independent Contractors
2. Definition 3. **Insured**, is amended to include Consultants and Independent Contractors, but only for liability arising from the **Wrongful Acts** of other Insureds under this policy.
3. This policy shall not apply to any liability, **Damages**, or defense costs, incurred by Consultants and Independent Contractors arising from the **Wrongful Acts** of the Consultants and Independent Contractors.

All other terms, conditions and exclusions shall remain the same.

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**AUTHORIZED REPRESENTATIVE**

**SCHOOL LEADERS ERRORS AND OMISSIONS  
ENDORSEMENT**

This endorsement effective:

forms a part of

policy number:

issued to:

by National Union Fire Insurance Company of Pittsburgh, Pa.

**AMEND EXCLUSION 4  
(REMOVES SEXUAL HARASSMENT EXCLUSION)**

In consideration of the premium charged, it is hereby understood and agreed that Exclusion 4. is deleted in its entirety and replaced by the following:

4. arising out of alleged sexual molestation or abuse including any alleged direct sexual activity and any allegation relating thereto that an Insured negligently employed, investigated, supervised or retained a person, or based on an alleged practice, custom or policy and including, without limitation, any allegation that the violation of a civil right caused or contributed to such Claim;

All other terms, conditions and exclusions shall remain the same.

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**AUTHORIZED REPRESENTATIVE**



**SCHOOL LEADERS ERRORS AND OMISSIONS  
ENDORSEMENT**

This endorsement effective:

forms a part of

policy number:

issued to:

by National Union Fire Insurance Company of Pittsburgh, Pa.

**INSURED VS. INSURED**

In consideration of the premium charged, it is hereby understood and agreed that Exclusion 11. is deleted in its entirety and replaced with the following:

11. brought as a counter-claim or cross-claim by an Insured against any other Insured;

All other terms, conditions and exclusions shall remain the same.

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**AUTHORIZED REPRESENTATIVE**

Tab:

SCHOOL LEADERS ERRORS AND OMISSIONS  
ENDORSEMENT

This endorsement, effective , forms a part of

policy number:

issued to:

by National Union Fire Insurance Company of Pittsburgh, PA.

AMEND GENERAL CONDITION 6

In consideration of the premium charged, it is hereby understood and agreed that General Condition 6 is deleted in its entirety and replaced by the following:

6. Such Insurance as is provided under this policy shall apply only as excess over any other valid and collectible insurance, self insurance, indemnification or similar agreement, or any coverage provided by the National Education Association for its members, whether such other insurance, agreement or coverage is stated to be primary, pro rata, contributory, excess, contingent or otherwise.

All other terms, conditions and exclusions shall remain the same.

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AUTHORIZED REPRESENTATIVE

NEA



## 22.) Governance Documents

### *Lighthouse Charter School By-Laws*

#### **ARTICLE I. NAME**

This corporation shall be known as Cape Cod Lighthouse Charter School Inc., a non-profit Massachusetts corporation.

#### **ARTICLE II. OBJECTS**

The objects of this corporation are as stated in the Articles of Incorporation now on file in the Office of the Secretary of State or as amended.

#### **ARTICLE III. MEETINGS OF MEMBERS**

**Section 1. Annual Meeting.** The annual meeting of the membership of this corporation shall be held at 7:30 o'clock P.M. on the first Tuesday in June of each year, at the home office of the corporation.

**Section 2. Special Meeting.** Special meetings may be held at the call of the President or by written request of two-thirds (2/3's) of the members of the Board of Trustees.

**Section 3. Notice.** At least fifteen (15) days' notice in writing of each meeting, whether annual or special, shall be mailed to each member of the corporation at his usual place of business or residence.

**Section 4. Order of Business.** Order of business at annual meeting:

- A. Roll Call.
- B. Reading of Notice of Meeting.
- C. Reading of Minutes of Previous Meeting.
- D. Report of President.
- E. Report of Treasurer.
- F. Report of Secretary.
- G. Reports of Committees.
- H. Election of Trustees.
- I. Transaction of Other Business Mentioned in the Notice.
- J. Adjournment.

**Section 5. Quorum.** A majority of the members shall constitute a quorum for the transaction of business, but if at any meeting there shall be less than a quorum, a majority of those present may adjourn the meeting from time to time and from place to place.

**Section 6. Membership.** The parents or sponsors of children who attend the School are members of the School and are entitled to one vote per family.

#### **ARTICLE IV. BOARD OF TRUSTEES**

**Section 1. Number and term of Trustees.** The business, property and affairs of this corporation shall be managed by a Board of Directors consisting of seven parent representatives elected by parents, two teacher representatives elected by the teachers, three representatives chosen by the Resource Partners, and two community representatives not parents, elected by the parents. Two additional trustees will be added to each of the parents, teachers and resource partners representatives at the 1995 annual meeting. Trustees serve three years or until a successor is in place but for no more than two successive terms. To insure board continuity trustees shall be divided into three roughly equal groups, the terms of trustees of one group to expire each year in turn. A trustee may resign by written notice to the school. The Board shall appoint a replacement for any trustee whose term is prematurely ended.

Election of trustees shall be by ballot unless unanimously waived and by a plurality of the votes cast. Each person voting may cast the vote for each of as many nominees as there are vacancies to be filled. There shall be no cumulative voting.

**Section 2. Duties of the Board.** The Board shall:

- A. Transact all business of the school.
- B. Operate the school in accordance with its charter and in full compliance with the law .
- C. Hire teaching staff and business manager.
- D. Establish salaries and other personnel matters.
- E. Establish curriculum with close consultation with the teaching staff.
- F. Establish policy.
- G. Establish the budget and oversee fiscal affairs.
- H. Attend to fund raising.
- I. Oversee and share with the teaching staff and business manager the building and maintaining good relations with the students, parents , resource partners, the local and broader community, governmental officials and the media.
- J. Oversee planning for the short, medium and long term future of the school.
- K. Oversee the school's facilities.
- L. Establish the standing committees to which the president shall appoint members
- M. Serve as the nominating committee and nominate at least one person for each trusteeship that will expire at the next annual corporate meeting. Other nominations may be made from the floor.

**Section 3. Quorum.** A majority of all the trustees shall constitute a quorum. The act of a majority of the trustees present at a meeting when a quorum is present shall be the act of the board.

**Section 4. Meetings.** Meetings of the board shall be held at least four times a year when and where the board may decide, and at other times upon the call of the president or by two trustees. Notice of each special meeting shall be given by the Secretary to each trustee not less than five days before the meeting , unless each trustee waive notice before, at, or after the meeting.



**Section 5. Officers.** The board shall elect a president, vice president, secretary, treasurer and such others as the board deems necessary. They shall perform the usual functions of their office. The president shall be an ex-officio member of all committees. The president shall appoint members of the standing committees and may appoint special committees as he deems expedient.

**Section 6. Removal.** Any trustee, officer or business manager may be removed by the board whenever, in the judgment of the board, the best interests of the school will be served thereby, by a four-fifth's vote of the board.

**Section 7. Delegation of Powers.** The board may delegate any power or duty of any trustee or officer to any other trustee or officer, but no trustee or officer shall execute, acknowledge or verify any instrument in more than one capacity.

**Section 8. Executive Committee.** The board shall appoint an executive committee composed of all officers and two additional trustees, which shall have the authority of the board to manage the business of the school between meetings of the board. The business manager shall also be a member of this committee without a vote. The executive committee shall assist the business manager in formulating plans and making recommendations to the board.

#### **ARTICLE V. BUSINESS MANAGER**

The board shall appoint a business manager whose duties shall include:

- A. Attend to the day to day business affairs of the school.
- B. Site management
- C. Budget management
- D. Computer systems.
- E. Comply with state regulations and reporting and other filings required by law.
- F. Liaison with local school administrators and others.
- G. Student transportation.
- H. Coordinate parents and volunteers with teaching staff.
- I. Insurance
- J. Legal matters
- K. Routine banking
- L. Purchasing and payroll
- M. In general to carry out the policies of the board and perform whatever other functions the board may direct.
- N. Attend meetings as requested by the board.

## **ARTICLE VI TEACHING STAFF**

Teaching staff is hired by the board and shall:

- A. Be collectively responsible for the development and implementation of the academic program within the broad policy and curriculum established by the board working closely with the teaching staff.
- B. Be collectively responsible for building and maintaining the school ethos.
- C. The senior staff shall be mentors to the junior staff
- D. Be active public spokesmen for the school.
- E. Attend to students' and parents' concerns.
- F. Work closely with the business manager for a harmonious and smooth operation in general and help coordinate the parents and volunteers helping at the school.
- G. Work closely with the board to promote the best interests of our students and keep the trustees fully informed.
- H. Fill in when the business manager is not present.
- I. Attend to matters of discipline.
- J. Attend to staff development

## **ARTICLE VII FISCAL YEAR**

The fiscal year of the corporation shall be from September 1 through August 31 of the ensuing year.

## **ARTICLE VIII DISPOSITION OF ASSETS**

Upon the dissolution of the corporation, any assets remaining shall be disposed of in strict compliance with the requirements Section 501[c][3] of the Internal Revenue Code of 1986 or the corresponding provisions at that time.

## **ARTICLE IX NON DISCRIMINATION**

This corporation declares that no candidate for admissions, personnel or staff shall be denied because of sex, race, creed, national origin, cultural heritage, religion, politics, marital status or disability.

## **ARTICLE X AMENDMENTS**

The board of trustees may amend these bylaws by a majority vote of all the members of the board at any meeting of the board, provided that notice of the proposed change shall have been given at least 15 days before the meeting, or by unanimous waiver and consent in writing by all the members of the board.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 1994

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Commonwealth of Massachusetts

OFFICE OF THE MASSACHUSETTS SECRETARY OF STATE

MICHAEL J. CONNOLLY, Secretary

ONE ASHBURTON PLACE, BOSTON, MASSACHUSETTS 02108

## ARTICLES OF ORGANIZATION

(Under G.L. Ch. 180)

### ARTICLE I

The name of the corporation is:

CAPE COD LIGHTHOUSE CHARTER SCHOOL, INC.

### ARTICLE II

The purpose of the corporation is to engage in the following activities:

To create, develop and operate a charter school pursuant to the Educational Reform Act of 1993.

In furtherance of said purpose, to exercise any and all other acts such as are permitted to a corporation organized under Chapter 180 of the General Laws of the Commonwealth of Massachusetts (or the corresponding provision of future laws) and to a corporation organized exclusively for charitable purposes within the meaning of Section 501 (c)(3) of the 1954 Internal Revenue Code (or the corresponding provisions of future laws).

C ☐  
P ☐  
M ☐  
R.A. ☐

Note: If the space provided under any article or item on this form is insufficient, additions shall be set forth on separate 8½ x 11 sheets of paper leaving a left hand margin of at least 1 inch. Additions to more than one article may be continued on a single sheet so long as each article requires, each such addition is clearly indicated.

### ARTICLE III

If the corporation has one or more classes of members, the designation of such classes, the manner of election or appointments, the duration of membership and the qualification and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

N/A

### ARTICLE IV

Other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the corporation, or of its directors or members, or of any class of members, are as follows:

4. The corporation shall have the following powers in furtherance of its corporate purposes:

(a) The Corporation may do business, carry on its operations and have offices and exercise the powers granted by Massachusetts General Laws, specifically, but not limited to, Chapter 180, as now in force or as hereafter amended, in any jurisdiction within or without the United States, although the Corporation shall not be operated for the primary purpose of carrying on for profit a trade or business unrelated to its tax exempt purposes.

(b) The corporation may make no contribution for other than religious, charitable, scientific, literary or educational purposes.

(c) Meetings of the Members may be held anywhere in the United States.

SEE CONTINUATION SHEET 4A

If there are no provisions, state "None".

Note: The preceding four (4) articles are considered to be permanent and may ONLY be changed by filing appropriate Articles of Amendment.

CONTINUATION SHEET 4A

(d) No part of the assets of the Corporation and no part of any net earnings of the Corporation shall be divided among or inure to the benefit of any officer or director of the Corporation or any private individual or be appropriated for any purposes other than the purposes of the Corporation as herein set forth; and no substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office. It is intended that the Corporation shall be entitled to exemption from federal income tax under Section 501(c)(3) of the Internal Revenue Code and shall not be a private foundation under Section 509(a) of the Internal Revenue Code.

(e) Upon the liquidation or dissolution of the Corporation, after payment of all of the liabilities of the Corporation or due provision therefor, all of the assets of the Corporation shall be disposed of to one or more organizations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

(f) In the event that the Corporation is a private foundation as that term is defined in Section 509 of the Internal Revenue Code, then notwithstanding any other provisions of the articles of organization or the by-laws of the Corporation, the following provisions shall apply:

The Corporation shall distribute the income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code.

The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code; nor retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; nor make any investments in such manner as to incur tax liability under Section 4944 of the Internal Revenue Code; nor make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

(g) The Corporation may have and exercise all powers necessary or convenient to affect any or all of the purposes for which the Corporation is formed; provided that no such power shall be exercised in a manner inconsistent with Massachusetts General Laws, Chapter 180 or any other chapter of the General Laws of the Commonwealth or Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

SEE CONTINUATION SHEET 4B



CONTINUATION SHEET 4B

(h) All references herein to the Internal Revenue Code shall be deemed to refer to the Internal Revenue Code of 1954, as now in force or hereafter amended.

(i) The Corporation may be a partner in any enterprise which it would have power to conduct by itself.

(j) The Board of Directors may make, amend or repeal the By-Laws of the Corporation in whole or in part, except with respect to any provision thereof which by law or by the By-Laws requires action by the members and subject to the power of the Members to amend or repeal any By-Law adopted by the Board of Directors.

(k) The Corporation's policy on discrimination shall be that the privileges, programs and activities generally accorded or made available to students and that the Corporation shall not discriminate on the basis of race in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic, or other center-administered programs. The corporation considers discrimination on the basis of race to include discrimination on the basis of color and national or ethnic origin.

# ARTICLE VII

b.		
President:	Residence	Post Office Address
Krohn, Don M	241 Tonset Road Orleans, MA 02653	241 Tonset Road Orleans, MA 02653
Treasurer:		
Barron, Scott V	22 Willie Attwood Road Orleans, MA 02653	PO Box 1860 Orleans, MA 02653
Clerk:		
Avery, Lloyd K	121 Lund Farm Way Brewster, MA 02631	121 Lund Farm Way Brewster, MA 02631
Directors:		
Arés, Patricia R	4 Crescent Ridge Way S Orleans, MA 02662	PO Box 923 S Orleans, MA 02662
Avery, Bette Anne	121 Lund Farm Way Brewster, MA 02631	121 Lund Farm Way Brewster, MA 02631
Bakker, Grace E	37 Forest Way S Orleans, MA 02662	37 Forest Way S Orleans, MA 02662
Bakker, Donald P	37 Forest Way Orleans, MA 02653	37 Forest Way Orleans, MA 02653
Barron, Alexis P	22 Willie Attwood Road Orleans, MA 02653	PO Box 1860 Orleans, MA 02653
Brennan, Janis L	241 Tonset Road Orleans, MA 02653	241 Tonset Road Orleans, MA 02653
Campbell-Runyon, Bonny A	51 Portanimicut Road Orleans, MA 02653	51 Portanimicut Road Orleans, MA 02653
Lindquist, Susan P	40 Red Wing Ctwy Brewster, MA 02631	40 Red Wing Ctwy Brewster, MA 02631
Lovelock, Christopher H	630 Herring Brook Road Eastham, MA 02642	630 Herring Brook Road Eastham, MA 02642
Miner, Paula Newman	89 West Road Orleans, MA 02653	PO Box 1406 Orleans, MA 02653
Rowe-Korn, Donna A	42 Bakers Pond Rd Orleans, MA 02653	PO Box 1687 Orleans, MA 02653
Sokoloff, Myka-Lynne	45 Candlestick Lane Brewster, MA 02631	PO Box 76 Brewster, MA 02631
Whitfield, William P	Shore View Drive E Orleans, MA 02643	PO Box 1381 E Orleans, MA 02643
Wibel, William H	45 Candlestick Lane Brewster, MA 02631	PO Box 76 Brewster, MA 02631

## ARTICLE V

By-laws of the corporation have been duly adopted and the initial directors, president, treasurer and clerk or other presiding, financial or recording officers, whose names are set out below, have been duly elected.

## ARTICLE VI

The effective date of organization of the corporation shall be the date of filing with the Secretary of the Commonwealth or if a later date is desired, specify date, (not more than 30 days after date of filing).

The information contained in ARTICLE VII is NOT a PERMANENT part of the Articles of Organization and may be changed ONLY by filing the appropriate form provided therefor.

## ARTICLE VII

a. The street address of the corporation IN MASSACHUSETTS is: (post office boxes are not acceptable)

241 Tonset Road, Orleans, Massachusetts 02653

b. The name, residence and post office address of each of the initial directors and following officers of the corporation are as follows:

NAME	RESIDENCE	POST OFFICE ADDRESS
------	-----------	---------------------

President:

SEE ATTACHED ARTICLE VII b.

Treasurer:

Clerk:

Directors: (or officers having the powers of directors).

NAME	RESIDENCE	POST OFFICE ADDRESS
SEE ATTACHED ARTICLE VII b.		

c. The fiscal year of the corporation shall end on the last day of the month of:

June 30

d. The name and BUSINESS address of the RESIDENT AGENT of the corporation, if any, is:

N/A

I/ We the below-signed INCORPORATORS do hereby certify under the pains and penalties of perjury that I/ We have not been convicted of any crimes relating to alcohol or gaming within the past ten years. I/ We do hereby further certify that to the best of my/ our knowledge the above-named principal officers have not been similarly convicted. If so convicted, explain.

IN WITNESS WHEREOF and under the pains and penalties of perjury, I/ WE, whose signature(s) appear below as incorporator(s) and whose names and business or residential address(es) ARE CLEARLY TYPED OR PRINTED beneath each signature do hereby associate with the intention of forming this corporation under the provisions of General Laws Chapter 180 and do hereby sign these Articles of Organization as incorporator(s) this                      day of      May                      19 94

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Don M. Krohn  
241 Tonset Road  
Orleans, MA 02653

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NOTE: If an already-existing corporation is acting as incorporator, type in the exact name of the corporation, the state or other jurisdiction where it was incorporated, the name of the person signing on behalf of said corporation and the title he/she holds or other authority by which such action is taken.



## THE COMMONWEALTH OF MASSACHUSETTS

ARTICLES OF ORGANIZATION  
GENERAL LAWS, CHAPTER 180

I hereby certify that, upon an examination of the within-written articles of organization, duly submitted to me, it appears that the provisions of the General Laws relative to the organization of corporations have been complied with, and I hereby approve said articles; and the filing fee in the amount of \$35.00 having been paid, said articles are deemed to have been filed with me this 5TH day of MAY 1994

Effective date

MICHAEL J. CONNOLLY  
Secretary of StateA PHOTOCOPY OF THESE ARTICLES OF ORGANIZATION SHALL BE  
RETURNED

TO: CHRISTOPHER R. MINER

POST OFFICE BOX 1570  
ORLEANS MA 02653

Telephone: 508-255-5563

## **Appendix**

# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application Designated Contact Person*

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

Group Name:	<i>Cape Cod Lighthouse School Association</i>
Contact Person Name:	Don Bakker
Signature:	Date: Feb. 11, 1994
Title:	Co-Chairman, Founders Group
Address:	P.O. Box 968
City:	South Orleans
State:	Massachusetts
Zip:	02662
Telephone:	(508) 255-3559
Fax:	(508) 255-7752



## **BACKGROUND INFORMATION FOUNDING GROUP APPLICANTS**

**Don Krohn;** parent, owner retail store, civic leader

**Paula Newman Miner;** parent, owner media consulting firm

**Scott Barron;** parent, former selectman, attorney, owner two retail stores

**Alexis Barron;** parent, former special needs teacher, doctorate from Harvard

**William Wibel;** parent, principal E.C. Stone Middle School, Bourne

**Myka-Lynne Sokoloff;** parent, former teacher, educational consultant, advisory council  
Nauset Middle School

**Bette Avery;** parent, owner Woodsong Farm

**Susan Lindquist;** Executive Director, Cape Cod Museum of Natural History

**William Whitfield;** parent, attorney

**Donald Bakker;** parent, chairman social studies department Nauset Regional H.S.

**Bonny Campbell-Runyon;** parent, teacher, artist

**Donna Rowe-Korn;** parent, musician

**Grace Bakker;** parent, advisory council Orleans Elementary School

**Tricia Arés;** parent, School/Outreach Coordinator, Academy of Performing Arts

**Janice Brennan;** parent, former social worker, owner retail store

**Christopher Miner;** parent, attorney

# Lower Cape group plans to build alternative public school



Times Photo by STEPHEN ROSE  
■ Don Bakker discusses plans for charter school. At right is state Rep. Robert Lawless; at left is Orleans businessman Don Krohn.

## Lighthouse School would offer innovative education

By ROBIN LORD  
SPECIAL WRITER

men from Lower Cape towns, Bakker said.

Twenty-two members met with the press yesterday at Orleans Town Hall. Among them were state Rep. Robert Lawless, Elliot Carr, the president of Cape Cod Five Cents Savings Bank, Orleans Whole Foods Store owner Don Krohn, Nauset teacher Tim Joyce and former Orleans Selectman Scott Barron.

The Education Reform Act provides for the establishment of 25 charter schools across the state to serve as what Krohn called "laboratory schools." The schools are intended to provide incentives to keep existing public schools competitive.

The schools will be funded by

ORLEANS — A group of Lower Cape residents yesterday announced its intention to start the Cape's first charter school under the provisions of the Education Reform Act of 1993.

"This is not an alternative to public schools. It is an alternative public school," said Nauset Regional High School teacher Don Bakker, a parent who is involved with the group.

The group hopes to open the Lighthouse School this September or September 1995.

The group, calling itself the Cape Cod Lighthouse Association, is made up of 25 to 30 men and wom-

the communities that send students to them. For such students districts are required to give 100 percent of the local per-pupil expenditure to the charter school, just as they would if the student remained at the district school. Sending communities must also provide transportation.

The fiscal 1995 state budget includes some start-up money for charter schools, Lawless said. In addition, the group will begin active fund raising as soon as its charter is approved by the state Department of Education.

A demonstration of local support is critical to the granting of a

Please see **CHARTER** /A-2

**A-2 /CAPE COD TIMES** **TUESDAY, FEBRUARY 1, 1994**

## CHARTER

Continued from A-1

charter school application, Lawless said.

The group plans to submit the application for the school by the middle of the month. The department is required to respond within 30 days.

The proposed school would at first have 100 to 120 students in grades six through eight. It would be open to children from all surrounding communities.

The site for the school has not yet been determined.

The pursuit of "intellectual growth and academic development" would be the major focus of the school, and among its objectives would be learning through

"cross-disciplinary" approaches, whereby many academic subjects are studied at once.

The curriculum would be built around resources available on the Cape, such as the Cape Cod Museum of Natural History in Brewster and the Academy of Performing Arts in Orleans.

The core of the teaching faculty would consist of "well-known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to higher educational standards," the group in a press release said. No teachers have been contracted.

The group expects to have faculty members named, and a site for the school, by the end of March. At that time, the application process for new students would begin.



# Cape Cod Lighthouse School — A Choice

The Cape Cod Lighthouse School Association is planning to open a public charter school, as provided for in the 1993 Massachusetts Education Reform Act, located in the Brewster-Orleans area in September 1994, or at the latest in September 1995. Initially offering grades 6, 7, and 8, this school, which will be open to children from all of the surrounding communities at no cost to their parents, will offer an innovative public alternative to the existing schools in this area. Believing that the intellectual growth and academic development of our youth must be of the highest priority, this school will be committed to and focused around the pursuit of academic excellence and the encouragement of intellectual curiosity. The Lighthouse School will be designed to achieve the following objectives:

1. To establish exciting and interactive learning experiences which consistently bridge traditional disciplinary lines, to reinforce effectively skills and the connections among the arts and humanities, science, and mathematics. Practical, hands-on experiences, as well as the more traditional classroom-oriented educational experiences, will be employed;

2. To focus the curriculum around the unique resources available on the Cape, making innovative connections between the community and the academic development of its younger members. For example, the critical thinking skills which are central to science will be taught using the resources — both physical and human — of institutions such as the Cape Cod Museum of Natural History, the Wellfleet Audubon Sanctuary, and the Cape Cod National Seashore. In the area of the fine and performing arts the school will draw upon the resources of institutions such as the Academy of Performing Arts and the Castle Hill Center for the Arts to promote communication skills and an awareness of the importance of the fine and performing arts to the life of the Cape. The expertise of individuals associated with these institutions will be important resources for the teachers and

students in developing the curriculum and in structuring the learning experience. The physical development of the students will be encouraged through the promotion of Cape Cod oriented activities such as hiking, biking, and walking as well as the team sports that build the skills of cooperation and leadership;

3. To encourage and to expect parents to become actively involved in the education of their children. Establishing a true partnership between parents and classroom teachers in supporting the academic development of the students, the Lighthouse School will provide parent workshops, materials, and positive links between the classroom and school environment. Parents will be involved in ways that use their varying but important strengths, both during the school day and through planned activities that bridge the traditional gap between school and the home;

4. To provide all motivated students, regardless of skill development, with challenging and stimulating academic experiences designed to encourage continuing intellectual development. The varieties of teaching approaches employed will be designed to address the different learning styles of the children and to enable them to experience the excitement of learning and the thrill of success;

5. To create an educational community committed to academic achievement and to individual creativity, and to promote an understanding of intellectual and personal integrity. The school will emphasize a core set of values: personal responsibility, academic honesty, perseverance, and consideration for others;

6. To provide the students with a firm foundation for doing subsequent high school level work, insuring that they have strong basic skills and critical learning skills which will insure continued academic success. To this end, clear and specific objectives will be established, and both alternative and traditional means of assessment will be used to determine

the differing needs of the students and to evaluate their progress.

The core of the teaching faculty will consist of well known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to high educational standards. Because of the interdisciplinary, thematic approach and the average class size, which is expected to be significantly smaller than those in the surrounding public schools, more teacher-student contact time will be provided during the school day. A flexible school day will enable teachers and students to focus on learning projects not suited to the traditional 45-minute class period structure.

In designing the curriculum and structure of this charter school we will work with the Brown University Choices Education Project and the Brown University Coalition of Essential Schools. The Coalition, founded by TheodoreSizer, former Dean of the Harvard University School of Education, is nationally recognized as the leader in the movement to establish more effective public schools centered around teacher and parent empowerment. The decisions concerning the daily operation of the school will be made jointly by the entire school community: teachers, students, parents, and resource partners.

Transportation to and from the charter school is generally the responsibility, under state law, of the school districts in which the students live, and no additional costs for the education of their children will be borne by the parents. Interested parents, citizens, and organizations are invited to participate in the planning and establishment of this exciting and innovative educational resource by contacting Don Krohn at 255-6399 or Robert Lawless at 255-6685 or writing to Cape Cod Lighthouse School Association, P.O. Box 968, South Orleans, MA 02662. Inquiries from parents concerning the placement of their children in this school are also welcome.



Cape Codder 2/4/94



Members of the Cape Cod Lighthouse School Association, along with state Rep. Robert Lawless, announce plans to start a charter school. Staff Photo by Ken Seaman

# Lighthouse School Would Be an Alternative to Public Program

By Ken Seaman

A group of parents and teachers in the Nauset region has unveiled a charter school plan aimed as an alternative to public education.

On Monday, the Cape Cod Lighthouse School Association announced its proposal, which calls for a school to service approximately 100 sixth, seventh and eighth graders.

"This is an alternative form of public education," said Don Bakker, chairman of the Nauset High School history department and one of the organizers of the association.

The group, which started meeting formally in December to discuss opening a charter school, will be submitting an application to the state before the mandated Feb. 15 deadline. The Education Reform Act allows the state to approve about 25 charter schools.

Organizers expect to attract faculty members from surrounding school systems. "The core teachers will be teachers that we know," Mr. Bakker said.

"We expect more from the faculty," said association member Donald Krohn of Orleans. Mr. Bakker amplified this statement. "It will be more demanding and more rewarding."

While a site has not yet been found to house the

school, should it be approved, organizers say that they intend to base the school in the Orleans-Brewster area. The school will be open to students from the surrounding communities free of charge to the parents.

"The focus of the school will be very attractive to some students and their parents," Mr. Bakker said.

That focus, according to Mr. Bakker, would revolve around "the unique resources available on the Cape."

The school's curriculum would interact with the Cape Cod Museum for Natural History in Brewster, the Massachusetts Audubon Society, and the Cape Cod National Seashore.

"The expertise of individuals associated with these institutions will be important resources for the teachers and students in developing the curriculum and in structuring the learning experience," reads a press release distributed by the association.

Once the students graduate from the school, they would then return to the Nauset system. "Our students will probably be better prepared for the high school (than those leaving the middle school)" Mr. Bakker said.

However, Mr. Bakker said the association would entertain the idea of expanding the number of grades

(Continued on Page 12)



## Lighthouse School (Continued From Page 3)

served by the school. "It will probably be an evolving system, Mr. Bakker said.

The proposal also calls for a more interactive role between parents, teachers and students. "Parents will be involved in ways that use their varying but important strengths," reads the school's promotional material.

Instead of a superintendent and school committee overseeing the school, the Cape Cod Lighthouse School would be run by a board of trustees, elected by the teachers and parents. Administrative chores would be handled by the teachers and the parents.

Should the school be approved, funding would come from the state aid funds to any school system which had a student attending the charter school.

If the school were to start next year, approximately \$5,500 per pupil would be deducted from the Nauset region budget for each student attending Cape Cod Lighthouse School.

However, this money would only be enough to cover the school's operating cost. Development of the school's core facilities, a library, and equipment would have to come from another source.

State Representative Robert Lawless, D-Orleans, who attended the press conference announcing the proposal, said there is money allotted in Gov. Weld's Fiscal Year 1995 budget to provide seed money to help the new charter schools. Mr. Bakker added that the money would be supplemented with local fund-raising.

Nauset School Superintendent Michael Gradone has repeatedly told the school committee he believes it is

unlikely a charter school will be approved on the Outer Cape. He said the state Executive Office of Education has sent out more than 400 applications to groups interested in starting a charter school. And with the cap on the number that will be approved — and the emphasis that is being placed in starting these schools in urban areas — the odds are against one being approved here.

However, Gov. Weld has filed legislation which would lift the cap.

Of even more concern to Mr. Gradone — and to all of the superintendents in the state — is a plan in Mr. Weld's proposal to advance the start-up date for charter schools to September 1994.

"This is unconscionably bad public policy," Mr. Gradone said.

In a worst-case scenario, according to Mr. Gradone, the region could lose \$650,000 in state aid should the charter school be approved. This loss, however, would be at least partially offset by a decline in enrollment of more than 100 students.

School committee Chairman Margie Fulcher said the threat of losing students and corresponding state aid would not change the way the school committee approaches the regional budget this year, or the proposal on the table for a high school building project.

"(The Lighthouse School) has not been approved by the state...we cannot take into account what may happen," she said.

# Grading the Merits of the Charter Middle School Proposal

By Jeff Blanchard

The opening salvo was fired Monday in what promises to be an intense debate over the merits of founding an alternative middle school.

Disgruntled with the status quo, a coalition of Outer Cape residents — including parents, teachers and politicians — is asking for state approval to open a new learning facility called the Cape Cod Lighthouse School.

The school would operate in a separate building yet to be determined and, if approved, it would accept the challenge to provide an innovative curriculum as spelled out in the Education Reform Act of 1993, legislation enacted to breathe new life into the state's public education system.

In proposing the school for sixth through eighth graders, the group is putting itself at odds with those who would prefer to maintain the way things are now, whether for reasons of finance or philosophy, or to improve on educational programs within the existing system.

A round up of the views held by some, but not all, of the key players in the nascent battle reveals a major fault line that is almost certain to grow wider as the debate rages in the coming weeks.

Separate interviews were conducted by The Cape Codder this week with Robert Lawless, the state representative who has four young children; Elliott Carr, the bank president and Brewster representative on the

## News Analysis

school committee who has two daughters, both beyond their middle school years; Don Krohn, a merchant whose children are elementary and middle school age; Michael Gradone, the superintendent of Nauset schools; and Margie Fulcher, Orleans representative to and chairman of the regional school committee.

On the surface, there is hardly a ripple of disagreement.

Although he is not a proponent of the charter school idea, neither is Mr. Gradone standing in opposition to it.

He urges the public to restrain from becoming "overexcited" with the prospects of a new charter school, because the application is not due until Feb. 15, the state has 30 days to decide its merits, and the competition is expected to be stiff for a limited number of acceptances.

He also warns the public that in "a worst-case scenario," the new school could cost more than \$600,000 a year to operate, a reflection of the fixed costs that would not decline even though the number of students attending the middle school would be

(Continued on Page 11)

Cape Codder

2/4/94



# Grading the Merits of Charter School Proposal (Continued From Page 3)

reduced. (Charter supporters, on the other hand, maintain that the new school would lead to minimal, if any, increases in public funding.)

Beyond those few words of caution, Mr. Gradone is reluctant to go any further in staking out a position on the charterists' proposal.

Asked when he plans to decide whether he will support the charter plan as a key part of the education reform package that he endorsed last year, Mr. Gradone said it would be a couple of weeks at the earliest.

He has written to the state and requested that copies of all charter applications from this area — a number that could reach four, he disclosed — be forwarded to him for review.

Until he has reviewed the details of each proposal, he said it would be premature to support or oppose any idea that seeks to provide an innovative method of education.

Similarly, no one in the charter camp will openly criticize any individuals or groups commonly associated with the existing bureaucracy, such as the school committee, middle school Principal Barbara Coopee, Mr. Gradone or any others who are now standing on the proverbial outside as a new group of people are busy at work trying to create their own version of a better inside.

However, once the surface is scratched, a listener can begin to hear murmurs of serious discontent coming from "both sides," from the parents and teachers who are dissatisfied with the lack of educational innovation at the middle school; and from the critics who, without allowing their names to be printed, say things like, "We have an \$18 million middle school, and we ought to be able to make it work." And, "Isn't that why we have private schools?" And, "There's a real danger here that they would be siphoning off all the motivated students — it's elitist."

"Needless to say," said charter supporter Don Krohn, "I prefer to look at this as a positive thing, not an us vs. them."

And to the extent that members of the so-called establishment might feel threatened by the charter proposal, they aren't letting on.

As the point man for the Nauset region's administration, Mr. Gradone said he wants to know more about the

plan, its social and financial implications, he wants to understand better how the charter school would determine who gets in and who doesn't, who passes through the Lighthouse doors and who stays put in the middle school.

Which brings the debate to this: What tools will be used in evaluating a student's fitness for acceptance? The instigators of innovation answer that by saying all are welcome, whether from Chatham or Truro or Brewster, as long as they are motivated and as long as they stand up to "reasonable academic standards."

Mr. Lawless, for his part, said that inclusion will not be based on intelligence, but rather motivation.

As the only representative on Cape Cod who endorsed education reform, Mr. Lawless, D-Orleans, is following his own advice by embracing the call for innovation.

"You can create an interesting and innovative curriculum, but it's something that many feel the school system either doesn't want to do or is incapable of doing," he said.

He explained that the charter proposal emerged when a group of parents approached school administrators with an idea to create an innovative curriculum within the existing structure, "and they struck out."

The need for innovation, he said, stemmed from a general feeling of dissatisfaction among teachers at the high school that their charges were not as well-prepared by middle school as they would hope; and a sentiment shared by many area parents of "disappointment with the quality of education their kids are receiving at the middle school."

Mr. Lawless said, based on "the wide diversity" of views and backgrounds among the charter's proponents, that he feels the charter school "could be tremendously successful."

This is echoed by all supporters, each of whom discounted the notion that the charter school would needlessly stratify this area's public school student body, and each of whom asserted that the existence of the Lighthouse School would have spillover benefits across the region, if only by creating a new station that would inspire greater academic achievement.

To the charge that the alternative school is, by its very nature, an elitist proposal, an idea designed to

reward the few at the expense of the majority, Elliott Carr said, "Some people are saying that, but I don't agree. I think they had everyone in mind when they designed this."

He added, "If I didn't think that everyone would stand to benefit from this, I wouldn't be behind it."

"The way I understand the philosophy of charter schools," he continued, "is that if some public schools are increasingly difficult to change because of their bureaucracies, then innovative programs can be used to help the public school as a whole. It provides an educational model."

As part of his involvement in the formation of a charter school, Mr. Carr has drafted an outline that calls for a "Cape Cod Curriculum" and also draws on an innovation espoused by Nauset high school teachers Tim Joyce and Donald Bakker, called "points of contact."

The phrase, boiled down to its simplest meaning, is meant to conjure up images of tumbling walls; it suggests that children would be better off if conventional teaching methods were expanded upon by introducing links between English, history and science curriculums, and by allowing for more real-life experiences, say, hiking trips during physical education classes.

If there is discord among the insiders and outsiders, the outsiders being those within the existing administration, it relates to the level of communication between them.

Some say the administration was privy to the charter proposal; others say the charterists blind-sided the administration by holding the press conference Monday.

"I don't think they are being forthright and honest," is the view held by Margie Fulcher, chairman of the Nauset Regional School Committee. She called the Lighthouse "a quasi-private school."

In the end, though, these charges add up to a sideshow in the real battle over the wisdom of setting up a new school, a battle being fought by passionate people on both sides, all of whom maintain that they have the best interests of the entire student body at heart.

For his part, Mr. Gradone allowed that "there are things we ought to be doing better, and to say that I'm in opposition would be premature at this point. But I do think healthy skepticism is appropriate."



# 2/2/94 'Breaking the mold' with charter schools

ONE of the first fruits of the Bay State's Education Reform Act of 1993 on Cape Cod began maturing this week with the announcement that a "charter" school is to be established somewhere on the Lower Cape, within the Nauset Regional School District.

Already, nearly 30 applications — five more than the cap set by the act — for these innovative schools have been filed with the state Department of Education, including one from a parents group on Martha's Vineyard. Under the terms of the act, approved schools will open by September 1995, and will receive public-school funding. Governor Weld has asked the Legislature to move the opening date to this September, and that the cap of 25 schools be lifted.

The 30-member group forming the charter school here calls itself the Cape Cod Lighthouse Association. Among the membership of Lighthouse — which will be the school's name — are Rep. Robert Lawless of Orleans, bank president Elliot Carr and former Orleans selectman Scott Barron, as well as highly respected Nauset Regional High School teachers Don Bakker and Tim Joyce.

As described by the Education Department, charter schools are designed to foster more innovation and competition than generally is possible within the public school system.

Charter schools will be part of the public education system, but will be run by boards of trustees instead of school committees.

Their teachers must comply with whatever recertification requirements may exist. Teachers in the public school system who want to teach in charter schools will be granted two years' leave of absence to do so — a leave that can be extended if the superintendent of schools agrees.

Local school districts are to pay for tuition and transportation.

As Bakker describes it, charter schools are not intended to be an alternative to public education institutions, but rather "an alternative public school."

However, the charter school is so new — Massachusetts is among the few states to have written the concept into law — that some people are less sanguine about the idea than is the Nauset teacher.

There's the institutional fear that these new

quasi-private schools will draw the best talent of students and teachers from the public schools, further burden budgets and, in fact, compete with the public school systems they are supposed to enhance.

Because charter school applications may be filed by several categories of organizations including "corporate entities," a door opens for one of the betes noirs of public educators, the for-profit Edison Project of alternative-education schools that are designed to compete head-on with public education. Indeed, an application from the Nashville-based corporation reportedly is expected at the Department of Education.

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The law providing for charter schools addresses the terms of their creation and funding, and assures that they be open to all students in their districts who wish to apply. It does not, nor could it, deal with potential adverse effects on public education itself. That's what has some people concerned.

What remains to be seen is whether those concerns are justified, which — because this has never been tried before — at this point can only be conjectured.

Unquestionably, the concept does suggest great promise for improving the quality of public education in Massachusetts, and elsewhere once the pathfinders have found a path worth following. Unfortunately, doing something like this is the only way to discover if what's being done is the right thing.

Massachusetts Secretary of Education Piedad Robertson is, of course, enthusiastic about the program. "Massachusetts is on the cutting edge of charter school implementation," she said in a press release distributed two weeks ago. "Not only do we now have the information that people in our own state need to start charter schools, we also have become a model for those states that are trying to help their citizens develop these schools."

But earlier this month, in answer to a reporter's question, she was a bit more reflective — and perhaps closer to the heart of the matter. "It's a risk to break the mold, to do something different," she said. "It's not for the faint of heart."

How true.



# Cape Cod Lighthouse School — A Choice

The Cape Cod Lighthouse School Association is planning to open a public charter school, as provided for in the 1993 Massachusetts Education Reform Act, located in the Brewster-Orleans area in September 1994, or at the latest in September 1995. Initially offering grades 6, 7, and 8, this school, which will be open to children from all of the surrounding communities at no cost to their parents, will offer an innovative public alternative to the existing schools in this area. Believing that the intellectual growth and academic development of our youth must be of the highest priority, this school will be committed to and focused around the pursuit of academic excellence and the encouragement of intellectual curiosity. The Lighthouse School will be designed to achieve the following objectives:

1. To establish exciting and interactive learning experiences which consistently bridge traditional disciplinary lines, to reinforce effectively skills and the connections among the arts and humanities, science, and mathematics. Practical, hands-on experiences, as well as the more traditional classroom-oriented educational experiences, will be employed;

2. To focus the curriculum around the unique resources available on the Cape, making innovative connections between the community and the academic development of its younger members. For example, the critical thinking skills which are central to science will be taught using the resources — both physical and human — of institutions such as the Cape Cod Museum of Natural History, the Wellfleet Audubon Sanctuary, and the Cape Cod National Seashore. In the area of the fine and performing arts the school will draw upon the resources of institutions such as the Academy of Performing Arts and the Castle Hill Center for the Arts to promote communication skills and an awareness of the importance of the fine and performing arts to the life of the Cape. The expertise of individuals associated with these institutions will be important resources for the teachers and

students in developing the curriculum and in structuring the learning experience. The physical development of the students will be encouraged through the promotion of Cape Cod oriented activities such as hiking, biking, and walking as well as the team sports that build the skills of cooperation and leadership;

3. To encourage and to expect parents to become actively involved in the education of their children. Establishing a true partnership between parents and classroom teachers in supporting the academic development of the students, the Lighthouse School will provide parent workshops, materials, and positive links between the classroom and school environment. Parents will be involved in ways that use their varying but important strengths, both during the school day and through planned activities that bridge the traditional gap between school and the home;

4. To provide all motivated students, regardless of skill development, with challenging and stimulating academic experiences designed to encourage continuing intellectual development. The varieties of teaching approaches employed will be designed to address the different learning styles of the children and to enable them to experience the excitement of learning and the thrill of success;

5. To create an educational community committed to academic achievement and to individual creativity, and to promote an understanding of intellectual and personal integrity. The school will emphasize a core set of values: personal responsibility, academic honesty, perseverance, and consideration for others;

6. To provide the students with a firm foundation for doing subsequent high school level work, insuring that they have strong basic skills and critical learning skills which will insure continued academic success. To this end, clear and specific objectives will be established, and both alternative and traditional means of assessment will be used to determine

the differing needs of the students and to evaluate their progress.

The core of the teaching faculty will consist of well known local teachers who have distinguished themselves with their proven ability to motivate students and by their commitment to high educational standards. Because of the interdisciplinary, thematic approach and the average class size, which is expected to be significantly smaller than those in the surrounding public schools, more teacher-student contact time will be provided during the school day. A flexible school day will enable teachers and students to focus on learning projects not-suited to the traditional 45-minute class period structure.

In designing the curriculum and structure of this charter school we will work with the Brown University Choices Education Project and the Brown University Coalition of Essential Schools. The Coalition, founded by TheodoreSizer, former Dean of the Harvard University School of Education, is nationally recognized as the leader in the movement to establish more effective public schools centered around teacher and parent empowerment. The decisions concerning the daily operation of the school will be made jointly by the entire school community: teachers, students, parents, and resource partners.

Transportation to and from the charter school is generally the responsibility, under state law, of the school districts in which the students live, and no additional costs for the education of their children will be borne by the parents. Interested parents, citizens, and organizations are invited to participate in the planning and establishment of this exciting and innovative educational resource by contacting Don Krohn at 255-6399 or Robert Lawless at 255-6685 or writing to Cape Cod Lighthouse School Association, P.O. Box 968, South Orleans, MA 02662. Inquiries from parents concerning the placement of their children in this school are also welcome.



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